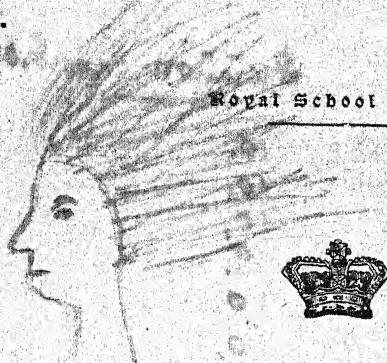




THE GOLDEN TOUCH.

See page 108.

Royal School Series



The Royal
CROWN READERS

(Third Book)

17450

428/29

WITH COLOURED ILLUSTRATIONS

THOMAS NELSON AND SONS

London, Edinburgh, Dublin, and New York

1914

St. George's

Dictation marks.

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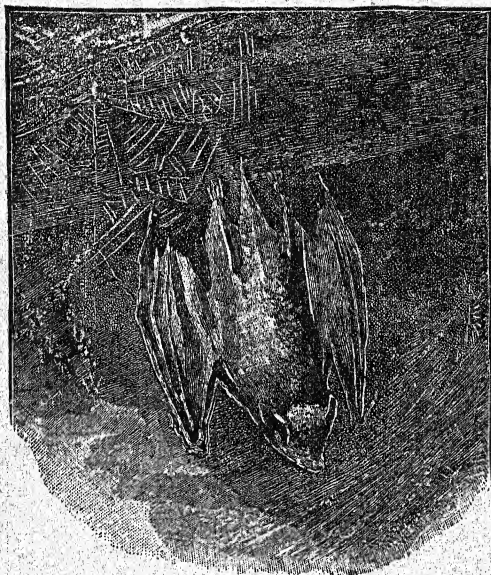
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N^o. III.



1. BIRD OR BEAST?

1. One day in winter, George and Henry found a funny little animal hanging head downwards in an outhouse in the garden. It was such a queer little thing that they took it into the house and showed it to their father.

2. "Is it a bird or a beast?" they asked.

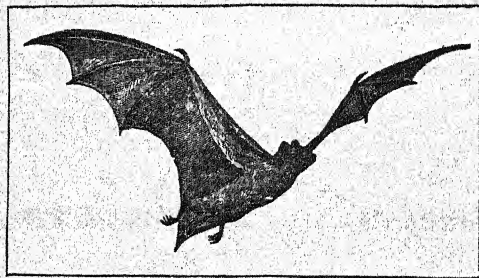
"Which do you think?" replied Mr. Williams.

"Let me see if you can find that out for yourselves."

3. "It has no feathers," said their sister Alice, "and the hind-feet have toes and claws. I think it is a beast."

4. "But then it has wings," said George. "Beasts do not fly. Fancy a pig flying! Wouldn't it be a strange-looking creature?"

5. "I think it is a beast for all that," said Henry, "for its body is covered with fur. It



has long ears, and its wings are made of skin stretched on four very long fingers."

6. "You are right, Henry and Alice. This little animal is called a bat, and it is a beast," said their father. "Bats are beasts, as much as cats, mice, or elephants. They do not lay eggs; they have a mouth with lips and teeth, instead of a bill like a bird; and their bodies are covered with fur, instead of feathers.

7. "They have no wings, and yet they can fly.

The toes or fingers of their fore-feet are very long, and have a thin skin between them, like the feet of a duck. This skin stretches along the side to the hind-feet, and so forms a kind of wing.

8. "The bats that live in this country eat insects; but some that are natives of hot countries suck the blood of other animals; and there are some large ones that live on fruit.

9. "In the winter all bats, except those that live in warm countries, fall into a deep sleep, and remain asleep till the warm weather comes again. See! the warmth of the kitchen has wakened your bat now, and you must feed him."

10. During the cold weather the children fed the bat with little bits of meat. Soon it grew so tame that every evening it would come and feed out of their hands. It always spent the day in sleep, hanging head downwards in some dark corner of the room.

George	re-plied'	fan'cy	bod'ies	coun'tries
an'i-mal	Will'iams	crea'ture	fore'feet	fruit
queer	feath'ers	el'e-phants	in'sects	re-main'
beast	Al'ice	in-stead'	na'tives	weath'er

WORD EXERCISE :—

1. Write sentences containing the words creature, create, creation.
2. Make nouns ending in -th (like warmth) from wide, long, broad, true.
3. Write out a list of words ending in -wards (like downwards).

For NOTES, see page 190.



2. "EVERGREEN."

1. Once there grew in the centre of a large park a beautiful maple-tree. The park was close to a great city, and in the evenings many people left the hot dusty streets and went to walk on the smooth, soft turf, or to rest under the shade of the spreading trees.

2. All through the summer the maple was covered with green leaves, but when autumn came, its leaves changed colour. They began to

turn red and yellow. Then people said, "How beautiful the maple-tree is! In all the park there is not another tree whose leaves are so pretty and so bright."

3. The maple was so pleased to hear herself praised, that she began to flutter her leaves and toss her head in a very proud, vain manner. She spread out her boughs so far that a little holly-tree which grew beside her was almost hidden from sight.

4. "It does not matter," said the maple, "if I do hide the holly, for no one cares to look at him. He is such a plain little tree. His leaves do not turn red and yellow like mine."

5. The holly heard the unkind words of the maple, but he did not say anything. He only rustled his stiff leaves and sighed.

6. A good fairy that watched over the trees in the park passed by just then, and said, "Why do you sigh, little holly? Are you unhappy?"

7. The holly replied, "I only sighed because the maple is so much more beautiful than I. She seems to please every one, but nobody cares for me."

8. The good fairy felt very sorry for the poor little holly, for he did look plain and small be-

side the great maple. So she touched him with her wand, and said,—

"Tree, tree, be cheerful for me,
And you for ever green shall be."

9. When the holly-tree heard her, he smiled brightly and rustled his leaves contentedly.

In a few days the bright maple leaves turned brown and fell to the earth, and the branches were left bare. The beauty of the maple was gone.

10. Then the snow came, and in all the park there was but one bright, cheerful spot, and that was where the little holly bravely stood, with his leaves as green as they were in summer.

11. All through the cold winter, the sight of his hardy green leaves cheered the people who passed by. So they said, "Let us call the holly an 'evergreen.'" And to this day he keeps green all the year round. ✓

cen-tre	spread-ing	praised	hol-ly	fair-y
beau-ti-ful	au-tumn	proud	hid-den	cheer-ful
ma-ple	col-our	vain	rus-tled	con-tent-ed-ly
peo-ple	yel-low	boughs	sighed	bare ✓

WORD EXERCISE :—

1. Write six words beginning with un-, meaning not (like un-kind).
2. Make adjectives ending in -ful (like beautiful) from joy, peace, pity, awe, and give their meanings.
3. Write the plural (like leaves) of loaf, sheaf, thief, and wolf.

For NOTES, see page 190.

3. WISHES.

1. I wish I were a little bird,
 I'd fly so far and high,
 And sail along the golden clouds,
 And through the azure sky.
 I'd be the first to see the sun
 Up from the ocean spring,
 As high above the tall church spire
 My morning song I'd sing.
2. Above the hills I'd watch him still,
 Far down the crimson west,
 And sing to him my evening song,
 Before I went to rest.
 And many a land I then should see,
 As hill and plain I crossed ;
 Nor fear through all the pathless sky
 That I should e'er be lost.
3. To sunny southern lands afar,
 How gladly would I go,
 And rest among the shady groves
 Where vines and olives grow.
 Now, if I climb our highest hill,
 How little can I see !
 Oh, had I but a pair of wings,
 How happy I should be !

gold'en
clouds
through

a'zure
o'-cean
spire

crim'son
path'less
south-ern

shād'y
groves
vines

ol'ives
high'est
pair

For NOTES, see page 190.

4. GAMBETTA AND HIS DOG.

1. Some years ago, a great French statesman named Gambetta was driving from Paris to his home in the country. The night was so dark that he could hardly see his horse's head, so he was driving very slowly.

2. Suddenly the horse reared. A man who had been bending down on the road felt the horse's nose touch him, and started up. As soon as Gambetta saw what had happened, he said,—

“You stupid fellow! You were nearly killed.”

“I wish I had been.”

“Why so?”

3. “I am a poor workman. My master told me to go to the village to get some money which was due to him. I was paid in gold, and I put the money in my pocket. I did not know that there was a hole in it, but I find that all the gold has fallen out. I cannot hope to find it all again this dark night, and I dare not go back without it.”

4. “Have you one coin left?”

“Yes, here is the only one left me.”

Gambetta untied a dog which was under the carriage, held the coin to his nose, and said, “Go seek, Tom.”

5. Off Tom ran, with his nose close to the ground so as to smell the footsteps of the man, and in a minute he came back with a coin in his mouth. Again and again he ran away into the darkness, and each time he returned bringing another coin with him.

6. In half-an-hour the workman had all his money again. Thanks to the cleverness of the dog and the kindness of his owner, he was able to go on his way once more with a light heart.

7. Tom's master was so pleased with his dog that the next day he bought him a new collar, and had the date marked on it in memory of his clever act.

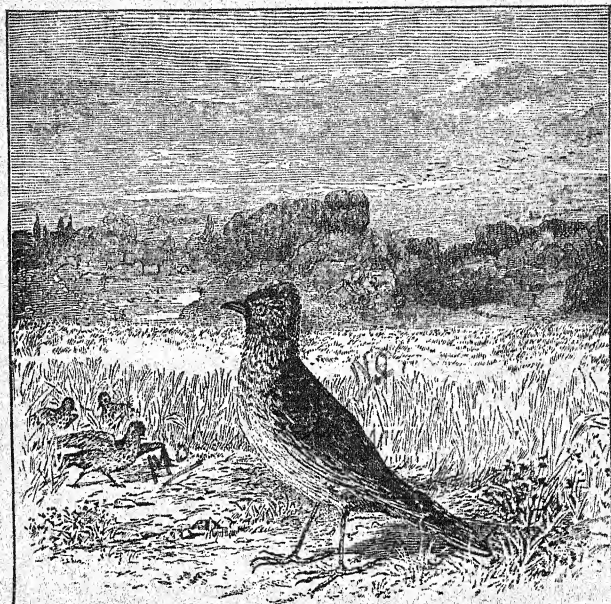
8. This case showed great keenness of scent in the dog, for a coin is very small and not likely to smell strongly. Many other true stories are told, which show what a wonderful power of smell some dogs possess.

Gam-bet'ta	reared	coin	clev'er-ness	keen-ness
French	hap'pened	car'riage	own'er	scent
Par-is	stu-pid	min'ute	col'lar	won'der-ful
sud'den-ly	due	re-turned'	mem'o-ry	pos-sess'

WORD EXERCISE :—

1. Make nouns ending in -man (like statesman) from **work**, **sea**, **fire**, and **boat**, and give their meanings.
2. Make verbs beginning with -un, meaning **not**, from the verbs **tied**, **do**, **fasten**, and **cover**, and give their meanings.
3. Make sentences containing the words **slow**, **slowly**, **wise**, **wisely**.

For NOTES, see page 190.



5. THE LARK AND HER YOUNG ONES.

A FABLE.

1. A lark once made her nest in a field of hay. It was an early summer, and she was afraid that the mowers would come to cut down the hay before her young ones were able to fly to a place of safety. When she went away to look for food, she told her little ones to remember everything they heard the farmer say, and to tell her on her return. ✓

2. When she was gone, the young larks heard

the farmer say to his son, "I think this hay is ripe enough. Go to-morrow morning and ask our friends and neighbours to come and help us to cut it down."

3. Soon afterwards the mother-lark came back. Her little ones chirped round her, and told her what the farmer had said, and asked her to remove them to a place of safety before the mowers came.

4. Their mother replied, "Fear not; for if the farmer depends on his friends and neighbours, I am sure the hay will not be cut to-morrow."

5. Next day she went out again to seek for food, and left the same orders as before. The farmer came and waited, looking for his friends and neighbours; but the sun rose high in the sky, and still nothing was done, for no one came to help him.

6. Then the farmer said to his son, "These friends and neighbours of ours have not come to help us. Go to your uncles and cousins, and ask them to come early to-morrow morning and help us to mow our hay."

7. The son went away and did so, and the young larks were in a great fright. They told this also to their mother.

8. "If that is all," said she, "do not be

frightened, dears ; for uncles and cousins are not always very ready to help one another. But be sure to listen again to-morrow, and tell me what you hear."

9. Next day she flew away as usual for food. The farmer came down to the field with his son, but neither uncles nor cousins were there to meet him. So he said, "Well, George, have two good scythes ready to-morrow morning, and we will cut down the hay ourselves."

10. When the mother-lark was told this, she said, "Now it is time for us to be gone ; for when a man does his own work himself, he is not likely to fail."

11. So saying, she and her young ones flew away to another field, and the hay was cut next day by the farmer and his son. They had learned what the lark knew already, that work is best and most quickly done when people help themselves.

fa'ble	safe'ty	neigh'ours	cous-ins	scythes
field	re-mem'ber	chirped	fright-ened	our-selves'
ear'ly	to-mor-row	re-môve'	ûs-u-al	al-read'y
mow-ers	friends	un'cles	nei-ther	quick-ly

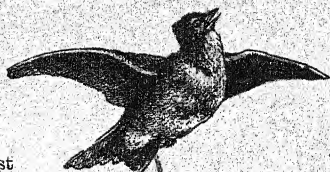
WORD EXERCISE :—

1. Make nouns ending in -er (like mower) from the verbs sing, read, help, give, and give their meanings.
2. Write a few words (like enough) where gh has the sound of ff.
3. Make verbs ending in -en (like frighten) from bright, sweet, soft, glad, and give their meanings.

For NOTES, see page 191.

THE LARK'S SONG.

A lark flew up from its dewy nest
Beside a meadow daisy,
And, swelling its throat, sang loud
and clear,
As if with joy 'twere crazy.
"Wake up! wake up!" were the
words it sang;
"The world is growing lazy.
In through yon window I peep and see
A maiden soundly sleeping.
Wake up, little girl! don't wait for
the sun
To begin his tardy creeping;
Lest for unlearned lessons
and tasks undone
At eve you may be
weeping."



6. INDUSTRY.

1. It is the duty of every man to work. The idle man wastes his time, and his life is of no use to himself or to others. The man who is too lazy to work for his living is the most ready to beg or to steal.

2. In Germany, all the boys of the royal family are taught some useful trade. One of the ancient kings of Egypt made a law, that all his people should come before their rulers once a year, and prove that they knew some trade by which they could earn their living. Any man who could not do so was put to death.

3. There was at one time a custom among the people of Holland which was meant to prevent idleness. When a man was found begging, who was able to work, he was seized, and put into a pit, into which water was allowed to run through a pipe.

4. At the bottom of the pit there was a pump to get rid of the water. But it was hard work to pump out the water that poured in; and if the man had stopped pumping, he would certainly have been drowned.

5. It was great fun for those who passed by to see an idle tramp forced to work in spite of himself; and a few hours of this punishment was

enough to cure a very lazy man. When he was quite worn out, he was ready enough to promise to work for his living in future.

6. But it is not enough that a man should learn some kind of work. He should apply himself to his work with a will, and not waste his spare minutes or half hours. "Work while you work, and play while you play," is a good rule for old people as well as young people.

7. There is no better aid to industry than the habit of early rising, and this, like all other habits, is most easily formed in youth. A great French writer tells us how he managed, by the help of his servant, to get up early in the morning, and thus save much of his time.

8. "When I was young," he says, "I was so fond of sleep that I lost half my time. My servant Joseph did all he could to help me to break off my lazy habit, but at first without success.

9. "At last I promised him five shillings every time he could make me get up at six o'clock. He came the next morning at that hour, and did his best to rouse me; but I only spoke roughly to him, and then went to sleep again.

10. "The next morning he came again, and this time I became so angry that he was frightened. That afternoon I said to him, 'Joseph, I have lost my time, and you have not won your

five shillings. You do not understand your work; you should think only of what I have promised you, and never mind how angry I am.'

11. "Next morning he came again. First I begged him to leave me alone, then I grew angry, but it was of no use; he made me get up, very much against my will.

12. "My ill-humour did not last long after I was awake, and then I thanked Joseph, and gave him his five shillings. I owe to Joseph at least a dozen of the books I have written."

in'-dus-try	E'-gypt	seized	hab'it	ill-hu'-mour
Ger'-ma-ny	rul'-ers	al-lowed'	writ'-er	owe
roy'-al	earn	poured	Jo-seph	doz-en
an'-cient	Hol'-land	cer'-tain-ly	suc-cess	writ'-ten

WORD EXERCISE :—

1. Mark the letters which are not sounded in the words owe, sow, toe, dough.
2. Make adjectives ending in -y (like angry) from hunger, dust, dew, feather, and give their meanings.

For NOTES, see page 191.

7. THE BANYAN-TREE.

1. In the heart of a great forest, a tall palm-tree raised its stately head far above all the other trees. It had no spreading branches, like the rest; only a smooth, round trunk, crowned with a bunch of feathery green leaves.

2. A bird flew over the forest one day, and, as it passed, it dropped a single seed into the palm-tree's beautiful crown of leaves. For a time the seed lay there just as it fell; but at last the hot sun and the refreshing showers wrought a change in it, and it began to show that it was alive.

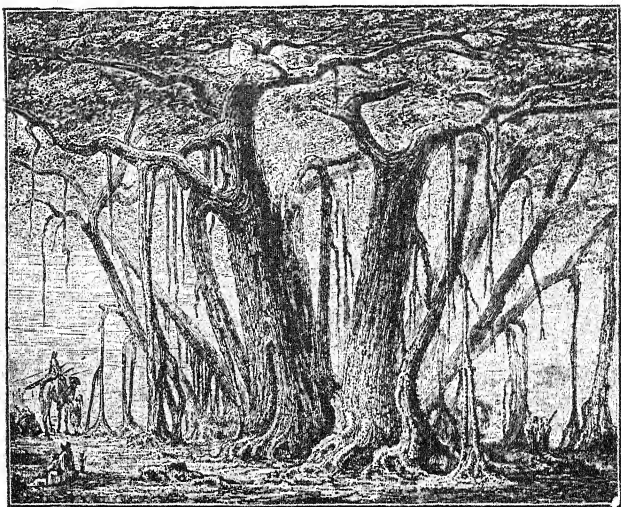
3. Tiny rootlets grew out from it, and they began to twine round the palm leaves, fixing firmly in its strange home the young plant which began to appear. Presently the roots became larger, and twisted themselves into a network round the trunk of the palm-tree, as they made their way down to the ground.

4. How did the palm-tree like this strange guest? For a time it stood as erect and stately as before, but soon it began to droop. The twining roots were clasping it so tightly that the sap could not flow freely through its leaves. While these roots were growing and thriving, the palm-tree was dying.

5. At last the palm-tree died; but by this time the roots had fixed themselves firmly in the ground, and where the palm had stood there was now a healthy banyan-tree, with branches spreading out on every side. These twining roots had become a cluster of pillars or stems to support it.

6. But as the banyan-tree grows and spreads, more pillars are needed. Long slender shoots grow down from its branches, and hang swaying in the wind. By-and-by they reach the ground, and send down little rootlets to fix themselves there.

7. Then they grow thicker and stronger, and



form new stems or props for the parent tree. You can see them in the picture, some thick and strong, some young and slender, and some which have not yet reached the ground.

8. As time goes on, the banyan becomes very large indeed. It has hundreds of these props, and looks like a whole grove of trees instead of

only one. Thousands of men could find room to rest beneath its shade.

9. In India the herdsman is glad to get its shelter from the burning heat of the sun, and he often uses the banyan-tree as his tent. He weaves its branches together, and fills up the spaces between its stems with twigs and leaves. Thus he makes a shady bower for himself, where he sits and watches his flock.

ban'-yan	sin'-gle	root'-lets	health'-y	pa'-rent
for'-est	re-fresh'-ing	guest	pill'-lars	In'-di-a
palm'-tree	show'-ers	e-rect'	sup'-port'	herds'-man
feath'-er-y	wrought	thriv'-ing	sway'-ing	bow'-er

WORD EXERCISE :—

1. Write the past tense (like wrought, from work) of the verbs fight, buy, and catch.
2. Write out the meanings of rootlet, streamlet, and brooklet, underlining the meaning of the part -let in each.
3. Make sentences containing the words grove and groove.

For NOTES, see page 191.

8. A HEROIC BROTHER.

1. Robert and his brother James were one day passing a church, where some men were at work mending the roof. It was dinner-time, and the men had all gone home, so the two boys climbed up the ladder.

2. There was a large hole in the roof where the slates had been removed, and the boys crept

through this opening and found themselves inside the church, far up among the beams of the roof. The floor seemed very far below them; but they could climb well, and they were not in the least afraid of falling.

3. Soon they made their way to the end of the church, where a little opening led into the tower or belfry. The boys crept through this opening and climbed up to the top of the tower, where the church bell was hanging.

4. There were little openings in the tower, and through these they could see the country for miles around. "We must go down," suddenly exclaimed Robert. "There are the men coming back to their work. They will be angry if they find that we have climbed up the ladder."

5. The two boys hurried out of the belfry and along the rafters, until they reached the opening in the roof again. In their haste they both stepped on the end of a small plank, which had been laid on the beams for the men to stand on, and their weight made the plank turn over.

6. Both boys lost their balance. Robert had just time to clutch one of the beams as he fell, and he clung to it with both hands. James missed the beam, but managed to seize his brother round the legs, and he held on in despair.

7. In this awful position the lads hung, shout-

ing for help. But the workmen were still too far off to hear their cries, and as it was not yet time to begin work, they were walking along slowly.

8. At last the strain of the double weight became more than Robert's hands could bear. His strength was failing, and he told James that he could hold on no longer.

9. "Could you save yourself if I let go?" asked James.

"I think I could," he replied.

"Then good-bye, and God bless you!" cried the noble boy, as he let go his hold of his brother and fell helplessly on the floor far below.

10. Robert then managed to climb on to the beam, and reached the ladder outside just as the workmen arrived. When they heard the sad story, they ran into the building, and there they found on the floor the dead body of the noble boy, who had given up his own life in order that his brother might be saved.

he-ro'ic	ex-claimed'	weight	aw'ful	double
lad'der	hur'ried	bal'ance	po-si'tion	good-bye'
belf'ry	beams	de-spair'	strain	ar-rived'

WORD EXERCISE :—

1. Write the adjectives from which strength, length, truth, depth, and height are formed.
2. Make sentences containing the words build, built, building, and builder.

For NOTES, see page 191.

9. "WANTED—A BOY."

1. "Wanted—a boy." How often we
 These common little words may see.
 Wanted for errands to be run,
 Wanted for everything under the sun.
 All that the men to-day can do,
 To-morrow the boys will be doing too;
 For soon the time is coming when
 The boys must take the place of men.

2. Wanted—the world wants boys to-day;
 And it offers them all it has for pay—
 Honour, wealth, position, fame,
 A useful life and a deathless name.
 Boys to shape the paths for men,
 Boys to guide the plough and pen,
 Boys to forward the tasks begun,
 For the world's great work is never done.

3. The world is anxious to employ
 Not merely some, but every boy
 Whose heart and head will ever be true
 To the work his hands shall find to do.
 Honest, faithful, earnest, kind;
 To good awake, to evil blind;
 Heart of pure gold without alloy,—
 Wanted—the world wants such a boy.

com'mon
er-rands
of-fers

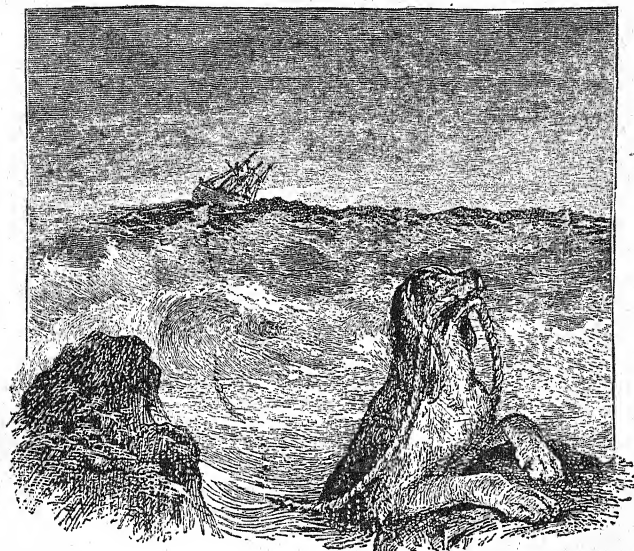
hon'our
wealth
death-less

plough
an-xious
em-ploy'

mere-ly
heart
hon'est

faith-ful
ear-nest
al-loy'

For NOTES, see page 191.



✓ 10. HOW A DOG SAVED A SHIP'S CREW.

1. The noble Newfoundland dog has often been the means of saving the life of a drowning man, but here is a story of one who saved the whole crew of a ship.

2. A heavy gale was blowing, when a vessel was seen drifting toward the coast of Kent. She struck on the beach, and the breaking waves dashed over her in foam.

3. Eight men were seen holding on to the wreck, but no ordinary boat could go to their aid in such a sea ; and in those days there were

no life-boats—at least there were none on that part of the coast.

4. The people on shore feared every moment that the poor sailors would be washed off the ship and drowned; for although the ship was not far from the land, it was too far for any one to swim through the foaming breakers.

5. If a rope could be taken from the wreck to the shore, the sailors might be saved. How could this be done? A gentleman, who was standing on the beach with a large Newfoundland dog by his side, thought he saw how it could be managed.

6. He put a short stick in his dog's mouth, and then pointed to the vessel. The brave dog knew what his master wanted, and, springing into the sea, he fought his way bravely through the waves.

7. When he reached the ship, he tried to climb up its side, but in vain. He was seen, however, by the crew, and they made fast a light rope to another piece of wood, which they threw towards him.

8. The wise animal again seemed to understand what was meant, and, seizing this piece of wood, he turned his head towards the shore to carry it to his master.

9. This time the wind and waves helped him

on his way ; but he was almost worn out when he reached the shore, dragging the rope after him, and laid the piece of wood at his master's feet.

10. A stronger rope was then tied to the first one by the sailors, and one end of it was pulled on shore. Along this rope the sailors made their way one by one to the land, and in this way every man on board was saved, through the courage and wisdom of the dog.

11. By next day the storm was over, and the sailors were able to row out to their ship and save a large part of the cargo. A week afterwards, they got the ship itself off the rocks, and took it into harbour to be repaired.

12. Some of you may have seen a rocket. When it is fired, it sails away up into the sky with a long train of sparks behind it. It is by large rockets fired from the shore, with a strong line fastened to them, that we now get a rope carried to such a wreck.

crew	coast	or-di-na-ry	board	har-bour
New-found-land	beach	mo-ment	cour-age	re-paired
gale	foam	sail-ors	wis-dom	rock-et
ves-sel	wreck	tied	car-go	fas-tened

WORD EXERCISE :—

1. Write sentences containing the words drift, drive, drifting, and adrift.
2. Give the meanings of beach and beech.
3. Write sentences containing the word wreck as a noun and as a verb.

For NOTES, see page 192.

II. FABLES.

I. THE DOVE AND THE ANT.

1 An ant, being very thirsty, went to a clear running stream to drink; but going too far into the water, she was carried away by the current. A dove who saw this took pity on her. She pulled a leaf from a tree near by, and dropped it into the water.

2. The ant climbed up on this leaf, and sailed away down stream till the leaf drifted



to the side of the brook, when she got safely ashore.

3. Not long after, a bird-catcher was out in the woods, and wished to catch this dove. He

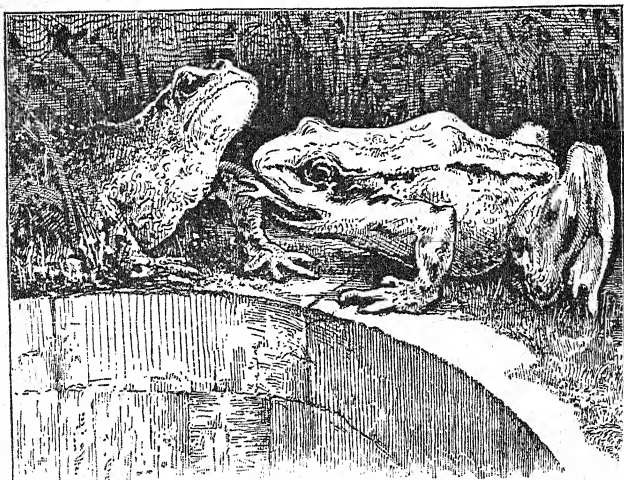
crept close up to her without being seen by his prey; but the ant was watching him, and saw what he was about.

4. Just as he was going to seize the dove, the ant bit his leg, and made him give so sudden a start that the dove heard him and flew away safely.

One good turn deserves another.

II. THE TWO FROGS.

5. One hot sultry summer, when the ponds



and streams were nearly all dried up, two frogs set out on a journey together to look for water.

6. After some time they came to a well, in which there was still plenty of water. But the

well was deep, and the water did not come nearly to its mouth. They sat down upon its edge, and began to think whether they should jump in or not.

7. One of them wanted to jump in at once, saying that there was plenty of clear spring water, and that it was a place where they were not likely to be disturbed.

8. "Well," said the other, "all that may be true, and yet I cannot agree to jump in; for unless the water should rise to the mouth of the well, how are we to get out again?"

Look before you leap.

III. THE OLD MAN AND HIS SONS.

9. An old man had many sons, who were always quarrelling with each other. After trying in vain to make them live at peace together, he one day hit upon the following plan.

10. He took a bundle of sticks, and asked his sons one after the other to break them. They tried with all their might, but in vain, for the sticks were closely and firmly bound together.

11. The father next untied the bundle, and gave his sons the sticks to break singly, which they did very easily. Then he spoke to his sons in these words:—

12. "O my sons, behold the power of unity !
If you would but keep yourselves joined together
by love to one another, no enemy would be able
to hurt you ; but when you are divided from each



other by your quarrels, you are weak, and it is
easy for your enemies to injure you."

Union is strength.

dove	prey	dis-turbed'	bun-dle	en'e-my
thirst-y	de-serves'	quar-rel-ling	sin'gly	di-vid-ed
cur-rent	sul'try	peace	ea-si-ly	in-jure
a-shore'	jour'ney	fol'low-ing	u'ni-ty	un-ion'

WORD EXERCISE :—

1. Write the past (ending in -ed) of quarrel, travel, and marvel.
2. Make sentences containing unite, unity, unit, union, and uniform.
3. Make sentences containing bind, bound, band, bond, and bundle.

For NOTES, see page 192.

12. THE NAIL-MAKER.

1. A busy nail-maker worked all day at his forge, and his strong, quick blows struck from the red-hot iron thousands of sparks, which rose around him, and filled his work-shop. The son of his rich neighbour came to see him almost every day, and would watch him with delight for hours at a time.

2. One day the nail-maker said to him in joke, "Would you not like to make some nails? Just try, my young master, if it be only to pass the time away. It may be useful to you some day."

3. The young gentleman, having nothing else to do, agreed. He placed himself before the anvil, and, laughing as he sat down, began to hammer. Before very long he was able to finish off a good shoe-nail.

4. Some years after this, war broke out, and this young man lost all his wealth. He was forced to leave his home and go away to a foreign land. When his money was all spent, he stopped one day at a large village, where most of the people were shoemakers.

5. He found out that they spent a large sum of money every year in buying shoe-nails from a neighbouring town, and that often they could not obtain as many as they needed for the shoes of

the army, most of which were made in that district.

6. The young gentleman, who was almost starving, remembered that he knew how to make shoe-nails. He offered to supply the shoe-makers of the village with all the nails they required, if they would build a work-shop for him; and to this they gladly consented.

7. He began to work; and the longer he worked, the better nails he was able to make. Many of the young men of the village came to learn the trade, and the work-shop soon grew to be a large and busy factory.

8. As head of this factory, the gentleman soon became rich, and he found himself better off than he had been before he lost his property by the war. "It is always good to learn something," he used often to say to himself, "even if it is only how to make a shoe-nail."

forge	a-greed'	fin'ish	ob-tain'	re-quired'
thou-sands	an'-vil	for-eign	dis-trict	con-sent-ed
de-light'	laugh-ing	vil-lage	re-mem-bered	fac-to-ry
joke	ham-mer	neigh-bour-ing	sup-ply'	prop-er-ty

WORD EXERCISE :—

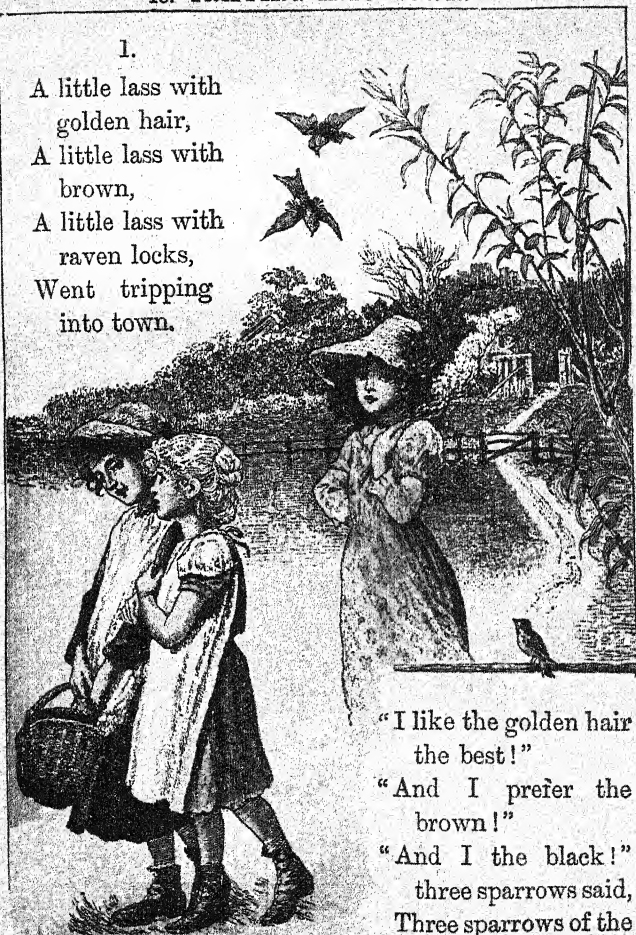
1. Give the past (like spent) of lend, bend, and send; and (like ended) of mend, tend, attend, and pretend.
2. Join the following pairs of words, and give the correct spelling and meaning of the compounds: use+full, help+full, and full+ness.

For NOTES, see page 120

13. TRIPPING INTO TOWN.

1.

A little lass with
golden hair,
A little lass with
brown,
A little lass with
raven locks,
Went tripping
into town.



"I like the golden hair
the best!"

"And I prefer the
brown!"

"And I the black!"
three sparrows said,
Three sparrows of the
town.

2. "Tu-whit! Tu-whoo!" an old owl cried,
 From the belfry in the town;
 "Glad-hearted lassies need not mind
 If locks be gold, black, brown.
 Tu-whit! Tu-whoo! so fast, so fast
 The sands of life run down;
3. "And soon, so soon, three white-haired dames
 Will totter through the town.
 Gone then for aye the raven locks,
 The golden hair, the brown;
 And she will fairest be, whose face
 Has never worn a frown!"

trip'ping
ra-ven

pre-fer'
spar-rows

owl
las'sies

dames
tot-ter

aye
frown

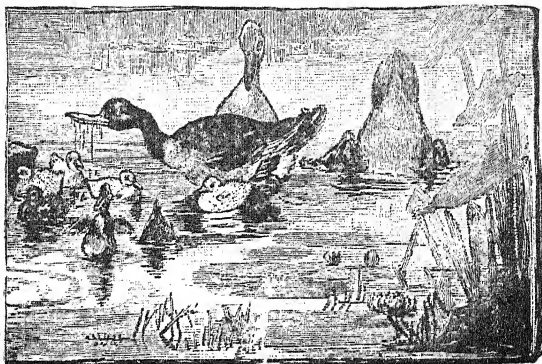
For NOTES, see page 192.

14. HOW BIRDS USE THEIR BILLS.

1. Although birds do not have hands, they have something that serves just as well. Their bills are as useful to them as our hands are to us.

2. Bills are not all alike, nor are they all used in the same way. The duck has a very queer bill. This bird finds its food under water. It cannot see what it gets when the water is muddy. But the inside of its bill is soft, so that it can feel the things that are in it just as

we feel things with our fingers. Let us see how this helps the duck.



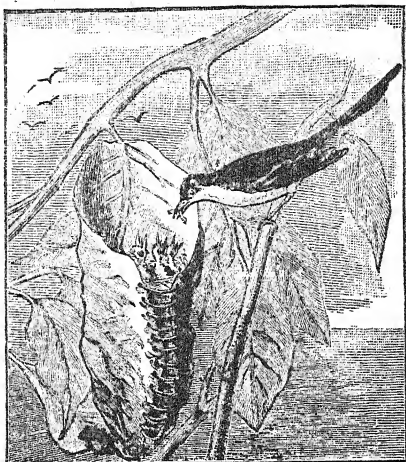
3. It thrusts its bill down to the bottom of the pond when it is feeding, and brings it up full of mud. But mixed with this mud are the small animals the duck lives upon.

4. All round the edge of its bill there are small points somewhat like teeth. The duck sends the mud out between these little points, but by means of them it keeps in all that it feels by its bill to be good for food.

5. You all know that birds build their nests with their bills; and what wonderful things these nests are. But there is a bird that knows so well how to sew with its bill that it is called the tailor bird. Look at this queer nest, which is hidden in the leaves that are sewed

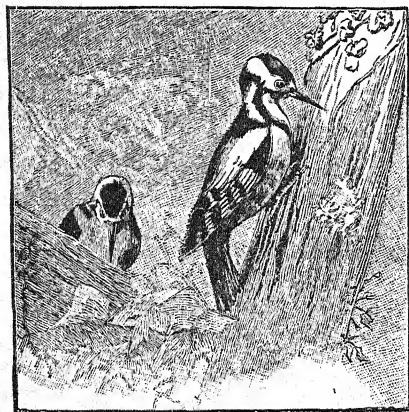
together. Do you see the three little ones stretching out their mouths to be fed?

6. This bird makes its threads from the fine down of the cotton plant. When all is ready for



sewing, it makes holes through the leaves with its small bill, and then stitches them nicely together.

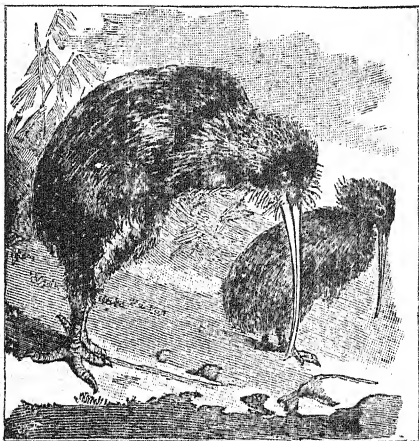
7. Some birds, like the wood-pecker, use their



bills for boring holes in the trees, to get at worms and insects, which they eat. You can hear the "tap-tap" of this little instrument a good way off.

8. I must tell

you of one other bird, and this is a very strange-looking one. It has a very long bill, which it



uses, like other birds, for gathering its food—insects and worms. But this bird has another use for its bill: it makes a cane of it.

9. It puts the tip of its bill on the ground and rests upon it, just as an old man does when he leans upon his staff. On account of this funny habit it is called the cane-bird.

mud'-dy	hid'-den	cot'-ton	bōr'-ing	staff
thrusts	sewed	stitch'-es	in'-stru-ment	ac-count'
tail-or	threads	wood'-peck-er	leans	cane'-bird

WORD EXERCISE :—

1. Prefix all- to each of the following words, and give the correct spelling and meaning of the compounds : though, most, ways, together, one.
2. Write a few words ending in -tch (like stretch), and words ending in -ch (like teach).

For NOTES, see page 193.

15. A ROGUE OUTWITTED.

1. There is a very amusing book, by a great Spanish writer, which tells the story of an old knight, Don Quixote, and his trusty servant Sancho Panza.

2. At one time, as we are told in that book, Sancho was made ruler or judge of an island. Most people thought him stupid, and they were sure that he would make a great fool of himself now that he was made a judge. But Sancho was an honest man, with much common sense, as we shall soon see.

3. Two old men were one day brought before him. One of them carried a large staff in his hand. "My lord," said the other, who had no staff, "some time ago I lent this man ten pieces of gold as a favour. I did not ask it back for a good while, lest it should trouble him.

4. "Now he refuses to pay me again, and says he does not owe me anything. He declares that he has returned the money I lent him. I pray your lordship, therefore, to question him; and if he will solemnly declare to you that he has paid me, I shall forgive him the debt."

5. "What say you to this, old gentleman with the staff?" asked Sancho.

"Sir," answered the old man, "I own he lent

me the gold ; but I have repaid him. Since he wishes it, I am ready to give you my most solemn word upon your rod of justice that I have truly given him back his money into his own hands."

6. Then the judge held down his rod. The man gave his cane to his accuser to hold, while he placed his right hand on the judge's rod of justice, and declared that he had returned the man's gold into his own hands.

7. The judge then asked the other man what he had to say in reply. He made answer that he did not think his old friend would speak falsely to the judge, and that perhaps he himself had forgotten that the money had been repaid.

8. Then the other took his cane again, and turned to leave the court. Sancho, seeing the old man with the staff in such a hurry to get away, ordered him to be called back.

9. "Honest man," said Sancho, "let me look at that cane a little ; I have a use for it."

"With all my heart, sir," answered he. "Here it is !" With that he gave it to him.

10. Sancho took it and gave it to the other old man. "There," said he, "go your way, for now you are paid."

"How so, my lord?" cried the old man. "Do you judge this cane to be worth ten pieces of gold ?"

11. "Certainly," said the judge, "or else I am the greatest dunce in the world."

Sancho then ordered the cane to be broken; and when this was done, out dropped the ten pieces of gold.

12. Then all the people round about were amazed, and began to think that their judge was a very wise man after all. They could not see how he managed to find out about the gold that was hidden in the cane. Do you think it was by magic, or that it was just a lucky guess?

13. He had noticed that the debtor gave the staff to the other man while he declared that he had given him back the money *into his own hands*, but that after doing so he quickly took the cane back again. On thinking over the man's words and acts, it came into his head that the money must be in the staff.

rogue	San'cho	ques'tion	ac-cūs'er	a-mazed'
Span'ish	Pan'za	sol'emn-ly	for-got'ten	mag'ic (g=j)
knight	is'land	debt	court	guess
Quiz'ote	de-clares'	jus'tice	dunce	no'ticed

WORD EXERCISE :—

1. Write sentences with use, abuse, and excuse as nouns and as verbs. What sound has the s in each word in the latter case?
2. What words in the spelling list above have silent letters?

For NOTES, see page 193.

16. THE MAN IN THE BOY.

1. Have you ever wondered what is meant by the saying, "The boy is father of the man"? Here are a few very short stories which may help you to understand the saying, and to see how true it often is.

2. A Swedish boy fell out of a window and was badly hurt, but with clenched teeth he kept back the cry of pain. The king, who saw him fall, said that such a boy would make a useful man in any time of danger. And so he did, for he became a famous general.

3. A boy, who lived among the mountains in the north of Italy, used to crush flowers to get the colour out of their petals, and with this paint he painted the white wall of his father's house with all sorts of pictures. He was the great artist Titian.

4. An old painter used to watch a little fellow who amused himself making drawings on his paint-pots, his easel, his stool, and anything else he could find to draw on. The painter said, "That boy will beat me one day." And so he did, for he was the famous sculptor and painter Michael Angelo.

5. A German boy was reading a very exciting novel. When he was right in the middle of it

he said to himself, "Now this will never do. I get too much excited over stories like this. I can't study so well after it. So here goes!" and he flung the book into the river. He read no more useless books, and attended only to his studies, until he became one of the most learned men who ever lived. He was Fichte, the great German writer.

6. Now you begin to see how the boy can be the father of the man. Every boy has in him the beginnings of the man he is to become, and the kind of boy he is now tells us the kind of man he will be.

7. Boys cannot all become great men, but they can all become good men, if they care to do so. And how can they do this? Simply by attending to their habits. They must get rid of their bad habits, and try to learn good and useful ones, and they must do so while they are young.

Swēd'-ish	It'-a-ly	ea'-sel	Ger'-man	stud'y
clenched	pet'-als	sculp'-tor	ex-cit'-ing	at-tend'-ed
fa'-mous	art'-ist	Mi'-chael	nov'-el	Fich'-te
moun'-tains	Ti'-ti-an	An'-ge-lo	mid'-dle	be-gin'-nings

WORD EXERCISE :—

1. Write sentences containing the words paint (as noun and verb), painted (as verb and as adjective), painter, and paintings.
2. Give the meanings of sculptor and sculpture, and write sentences containing them.
3. Write some adjectives ending in -ish (like Swedish) formed from names of places.

For NOTES, see page 193.

17. BE CAREFUL WHAT YOU SOW.

1. Be careful what you sow, boys!
For seed will surely grow, boys!

The dew will fall,
The rain will splash,
The clouds will darken,
And the sunshine flash ;

And the boy who sows good seed to-day
Shall reap the crop to-morrow.

2. Be careful what you sow, girls!
For every seed will grow, girls!

Though it may fall
Where you cannot know,
Yet in sun and in shade

It will surely grow ;
And the girl who sows good seed to-day
Shall reap the crop to-morrow.

3. Be careful what you sow, boys!
For the seeds will surely grow, boys!

If you plant bad seed
By the wayside high,
You must reap the harvest
By-and-by ;

And the boy who sows wild oats to-day
Must reap wild oats to-morrow.

4. Be careful what you sow, girls!
For all the bad will grow, girls!

And the girl who now,
With a careless hand,

Is scattering thistles
 Over the land,
 Must know that whatever she sows to-day,
 She must reap the same to-morrow.

care-ful
 dew

splash
 dark-en

reap
 har-vest

oats
 care-less

scat-ter-ing
 this-tles

For NOTES, see page 193.



18. THE CARE OF OUR STREETS.

1. When walking along the streets you sometimes see a notice, "Keep to your right." There are other rules which might be put up for young people to read, such as these: "Don't run or play on the street;" "Don't push against people or stand in their way;" "Keep out of the way of carriages;" "Don't throw down orange-peel or waste-paper."

2. There are many different kinds of men needed to look after our streets, so that we may walk about in safety and in comfort. First, there is the policeman. He has not only to look after thieves, but to keep order and see that all obey the laws. He must see that carriages are not driven too fast, and that nothing is done to block up the way and prevent people from passing along freely.

3. If a fire breaks out, the policeman is ready to give the alarm. If any persons are noisy or quarrelsome, it is he who has to quiet them, or take them to the police-station if they will not obey.

4. Boys and girls do not know how much of our comfort is due to the policemen. It is often wonderful how patient they are with rough people.

5. Look! Who are these men that are so



busy breaking up the roadway? These are the men who keep our streets in order. When the stones are worn smooth, or when hollows are formed in some places, horses are apt to slip. This will not do, so here come our hard-working road-makers to put all to rights.

6. Night is coming on. It will soon be dark.

Ha ! here come our lamp-lighters. Each carries a torch at the end of a long rod, so that he looks like a glow-worm in the twilight. The lamp-lighter is a good fairy, who drives away the darkness from our streets, and leaves a long line of sparkling lamps behind him.

7. Busy lamp-lighter ! He will have to come round again in the early morning to put out the lights. To-morrow forenoon also he will come to polish the glass of the lamps, and make them all ready for the evening.

8. The men who look after our drains and our gas and water pipes have a good deal to do with our streets, but we can hardly say that they take care of them.

9. But we must not forget the scavenger, who keeps our streets clean. In our large towns much of his work is done when we are all asleep. His task is not a pleasant one, but it is very, very useful. What a mess our streets would soon get into, if it were not for his busy brush and shovel !

10. All of these men are under the orders of the Town Council, or, in country places, the County Council. The Council is made up of persons chosen by the people who live in the town or the county.

11. So you see that the people living in each place have the care of it in their own hands.

They have to pay the money needed for keeping everything in order, and they have to choose men to take charge of it and spend it.

car-riag-es	po-lice-man	quar-rel-some	fore-noon	scav-en-ger
or-ange-peel	thieves	sta-tion	pol-ish	shov-el
waste-pap-er	a-larm'	pa-tient	drains	Coun-cil
com-fort	nois-y	twi-light	gas	chōs-en

WORD EXERCISE :—

1. Write a list of words ending in -some (like quarrelsome), and give their meanings.
2. Write sentences containing the words choose, chose, and choice ; and please, pleasing, pleasant, and pleasure.

For NOTES, see page 193.

19. A NOBLE ACT.

1. During the last war between France and Germany, in 1870 and 1871, a company of Prussian soldiers was marching through a village in the north of France, when some of the villagers fired on them and killed six of them.

2. The Prussians were, of course, very angry, and the captain made up his mind that his men should not be treated in that way at the next village they came to. He therefore ordered that six of the villagers should be shot. Six of the chief men were accordingly seized, bound, and locked up in a room in the mayor's house.

3. The Prussian captain allowed the village pastor to go and visit them, as they were to be

shot on the following day. The pastor found the poor men in a state of great terror, and some of them seemed quite unable to listen to him.

4. Among the six was a widower, with five young, helpless children. The poor man wept bitterly over the hard fate of his children. He wished that they too had been seized by the Prussians, so that they might have escaped by death from a life of beggary.

5. The pastor tried in vain to comfort this man. At last he left the poor man, and walked slowly to the house where the Prussian captain was staying for the night, and asked leave to speak to him.

6. "Captain," said the pastor, "six men have been given up to you in return for the death of six of your soldiers. None of these men fired on your troops. Your wish is not to punish the guilty, but to make an example of our village, so that the same thing may not happen in another place.

7. "It cannot matter to you who the men are whom you shoot; the better known your victims are, the better warning will their death be to others.

8. "I have come, therefore, to ask you to let me take the place of one of the six men, whose death will leave his five children in great want. We are both equally innocent, and my death will serve your purpose better than his."

9. The officer gave his consent in a careless way, and the pastor was bound and locked up along with the other five, while the poor widower was set free.

10. Happily the story of this noble act was told to the Prussian general the same evening, and he was so pleased with it that he ordered the captain to set free, not only the pastor, but the other prisoners as well.

19.

France	cap'tain	ter'ror	guilt'y	in'no-cent
com'pa-ny	ac-cord'ing-ly	wid-ow-er	ex-am-ple	pur-pose
Prus'si-an	may'or	e-scaped'	vic'tims	of-fi-cer
sol'diers	pas'tor	beg-gar-y	e'qual-ly	pris-on-ers

WORD EXERCISE :—

1. Make adjectives ending in -less (like helpless) from care, use, fear, and speech, and give their meanings.
2. Give the meaning of the following words, and of the -er in each villager, prisoner, cottager, highlander.

For NOTES, see page 193.

20. FAIRYLAND.

1. On a sunny summer day,
When the very wind was warm,
Little Nellie walked away
With a basket on her arm,
2. Past the fields and through the wood,
Till she reached an open place
Where in wonder Nellie stood
With the sunlight on her face.



FAIRYLAND.

3. For it was a lovely sight
Nellie saw that summer noon,
Roses red and roses white,
All the flowers of leafy June.
4. Daisies, from their slender stems,
Looked up to the glorious sun;
Dewdrops lay like little gems,
In the eyes of every one.
5. Golden buttercups were there.
Pinks with kingly coronets,
And the perfume in the air
Told of hiding violets.
6. Grass and trees were fresh and green;
Flowers were there of every hue—
Flowers that she had never seen,
Fairer than the flowers she knew
7. What a wondrous spot it was,
Lovelier than tongue can tell!
“Beautiful,” she said, “because
This is where the fairies dwell.”
8. And she heard the birds and bees
Filling all the air with song,
While a brook among the trees
Gurgled sweetly all day long.
9. “Bees, oh, tell me, as you hum,
Tell me, if you understand,
Have I really, really come
To the gates of Fairyland?”

10. But the birds and bees flew by,
Singing, humming, every one,
And a golden butterfly
Fluttered idly in the sun.
11. "Tell me true," she asked the breeze,
"Why you murmur with delight?"
Then she asked the flowers and trees,
"How is all the world so bright?"
12. Against the sun a cloud rose up:
The roses sighed, the wind grew cold;
And daisy, pink, and buttercup,
Had lost their silver and their gold.

fai-ry-land	dai-sies	vi-o-lets	love-li-er	flut-tered
Nel-lie	glo-ri-ous	hue	tongue	i-dly
leaf-y	cor-o-nets	fair-er	gur-gled	breeze
June	per-fume	won-drous	hum-ming	mur-mur

WORD EXERCISE :—

1. Make adjectives ending in -ous, and in -ful (like wondrous, wonderful) from pity, plenty, beauty, and bounty, and give their meanings.
2. Write short sentences containing the following words: hue and hew, knew and new, one and won.

For NOTES, see page 194.

① THE TONGUE.

1. What a wonderful thing our tongue is! No other part of our body moves so freely. It can be thrust out and pulled back very quickly; and it may be moved from side to side, or up and

down, at pleasure. It can be rolled up, straightened, raised or lowered, with the greatest ease.

2. Did you ever notice the shape of the tongue? The thinnest part is the tip. It gradually grows thicker and rises to the middle, and then slopes backwards to the throat.

3. It is fixed to the under part of the mouth at its back part or root, but its edges and its point or tip are quite free. The teeth form what we might call the walls of its house.

4. The tongue is like a watch-dog chained to his kennel. He can dart out and bark, but cannot get away. So the tongue can move as freely as possible, but cannot fall out of the mouth.

5. How useful to us is this little tongue of ours! Of course we could not speak without it. That is why it is called one of the "organs" of speech. The word "organ" simply means "an instrument." Thus the eyes are called the "organs of seeing," and the ears the "organs of hearing."

6. Now, the tongue is one of the instruments which enable us to speak, but it is not the only one. The lips, the teeth, the roof of the mouth, the nose, and the throat, are all needed for perfect speaking.

7. But the tongue is the *chief* organ of speech. Indeed, it is usual to look upon it as the only

one, and "Hold your tongue!" is a vulgar way of saying, "Do not speak!" "Be silent!"

8. The tongue is also of great service to us in eating. It tastes the food, and rolls it about in the mouth so as to mix it with the saliva. It places it under the teeth to be chewed, and pushes it to the back of the mouth to be swallowed.

9. Some animals use their tongue in place of a hand. If you watch a cow eating long grass,



you will notice that she pushes out her rough tongue and passes it round a tuft of grass, pulling the tops of it into her mouth. The giraffe uses his slender tongue in the same way, grasping the leafy twigs with it, and bringing them within reach of his teeth.

10. Insect-eating animals use their tongue as a kind of paw to lay hold of their prey. The frog's tongue is fixed to the front part of his mouth, and the point lies back towards his throat. When he sees a fly near, by a sudden "flick" with the back part or point of his tongue, which is covered with a kind of gum, the fly is seized and immediately swallowed.

11. The ant-eater has a long, slimy, worm-like tongue, which he thrusts into the ants' nests and brings out covered with the insects. The tongue of the wood-pecker is very rough towards the point. He lives upon insects, and his rough tongue is well fitted for pulling them out of their holes in the bark of old trees.



12. The tongue of the whale is the biggest of all, being sometimes twelve feet in length, or twice as long as a tall man.

21

pleas-ure	ken-nel	en-a-ble	ser-vice	gi-raffe
straight-ened	pos-si-ble	chief	sa-li-va	im-me-di-ate-ly
grad-u-al-ly	or-gans	vul-gar	chewed	slim-y
throat	speech	si-lent	swal-lowed	twice

WORD EXERCISE :—

1. Make verbs ending in -en (like straighten) from loose, black, wide, and broad, and give their meanings, and the meaning of the -en.
2. Make verbs beginning with en- from large, able, and slave, and give meanings as in Exercise 1.

For NOTES, see page 194.

22. GOOD OR BAD?

1. Do you think the tongue a good thing or a bad thing? Some say good, some say bad.

Here is a very old story about the tongue, which may help you to answer the question.

2. Perhaps you have heard of Æsop, who wrote so many clever fables. He lived many centuries ago in a country called Greece. He was a slave, but on account of his wisdom he was a great favourite with his master.

3. One day his master ordered him to go to the market and buy the *best* things he could find; for he was giving a dinner-party, and he wanted to have the best of everything for his guests.

4. Æsop went accordingly, and bought a large number of *tongues*, which he ordered the cook to serve up with different sauces. When dinner came, the first and second and last courses were all tongues!

5. "Did I not order you," said the master, "to buy the best things in the market?"

"And have I not obeyed your orders?" replied the slave. "Is there anything better than tongues? Is it not from the tongue that words of truth and reason come forth? Do not men teach, persuade, and govern by the tongue? And by the tongue we worship, which is the highest of our duties."

6. "Well, then," said his master, thinking to puzzle him, "go to the market to-morrow and

buy me the *worst* things you can find. The same company will dine with me, and I want a change."

"The worst things? Very well," said Æsop.

7. The next day came, and, lo, when dinner was served—tongues, tongues, tongues!

The master was more surprised than before, and asked Æsop to explain why he had again bought nothing but tongues.

8. "Master," said the clever slave, "tongues are the worst things in the world. The tongue is the cause of all strife, the inventor of law-suits, the source of all quarrels. It is the speaker of error, of falsehood, and of slander."

9. The slave was right after all, was he not? The tongue is either good or bad, according to the way in which we use it. If a man is good, his tongue will also be good; and if a man's tongue is bad, we know by this that the man himself is bad.

Æsop	fa-vour-ite	wor-ship	sur-prised	source
wrote	san-ges	du-ties	ex-plain	er-ror
cen-tu-ries	rea-son	puz-zle	in-vent-or	slan-der
Greece	per-suade	worst	law-suits	ei-ther

WORD EXERCISE:—

1. Write sentences containing puzzle, quarrel, surprise, answer, and question, as nouns and as verbs.
2. Write sentences containing the words buy, bye, and by, and course, coarse, and source.

For NOTES, see page 194.

23. STICK TO YOUR BUSH.

1. This story was told by a gentleman, who said that he owed all his success in life to a simple lesson taught him by his father.

2. "One day when I was a lad," said he, "a party of boys and girls from our school was going into the country to pick berries. I got



my basket, and was going out of the gate, when my father called me back.

"He took hold of my hand, and said very kindly to me, 'Harry, my boy, what are you going for—to pick berries, or to play?'

"'To pick berries,' I replied.

3. "'Then, Harry,' said he, 'I want to tell

you one thing. It is this: when you find a good bush, don't leave it to try to find a better one. The other boys and girls will run about, picking one or two berries here, and one or two there, wasting a great deal of time, but getting very few berries. If you do as they do, you will come back with an almost empty basket. If you want to get berries, the thing for you to do is *to stick to your bush.*'

4. "I went with the party," said the gentleman, "and we had a splendid time. But it was just as my father had said. No sooner had one of the boys found a good bush than he called to his companions, and they would leave their places and run off to see what he had found.

5. "But my father's words kept ringing in my ears, and I stuck to my bush. When I had done with one I went to another, and finished that; and then I took another. When night came, I had a large basketful of nice berries, more than all the others put together; and I was not half so tired as they were.

6. "I went home very happy that night, and when father looked at my basketful of ripe berries, he said, 'Well done, Harry. You see it was just as I told you. Always stick to your bush.'

7. "Not long after that, my father died, and then I had to make my own way in the world

as best I could. But I never forgot the lesson taught me by that day's berry-picking. I always *stuck to my bush*.

8. "When I had a good place, and was getting on well, I was not willing to leave it and spend days or weeks in trying to find a better place. When other young men would say, 'Come with us, and we will find you something better to do,' I shook my head, and *stuck to my bush*.

9. "After a while, my employers took me into partnership with them in their business. The habit of sticking to my business led to my success. I owe all I have to the lesson my father taught me when he said, '*Stick to your bush*.'"

10. "One step, and then another.

And the longest walk is ended;

One stitch, and then another,

And the largest rent is mended;

One brick upon another,

And the highest wall is made;

One flake upon another,

And the deepest snow is laid."

owed ber-ries splen-did bas-ket-ful part-ner-ship
sim-ple emp-ty com-pan-ions em-ploy-ers bus-ness

WORD EXERCISE :—

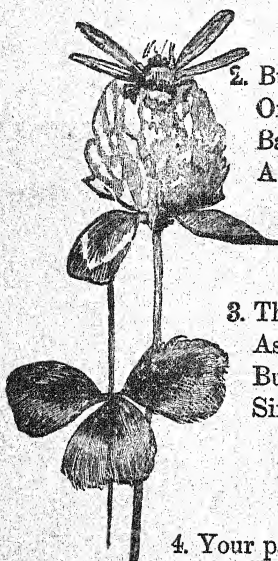
1. Write the plural (like berries) of party, country, and story; and also (like days) of boy, valley, and journey.
2. Write a list of words which add -es in the plural (like bushes).
3. Make sentences containing owed, owned, and ought.

For NOTES, see page 194.

24. PERSEVERANCE.

1. Dear Polly, these are joyful days;
Your feet can choose their own sweet ways;
You have no care for anything.
Free as a swallow on the wing,

You hunt the hay-field over
To find a four-leaved clover.



2. But this I tell you, Polly dear,
One thing in life you need not fear:
Bad luck, believe me, never haunts
A child who works for what she
wants,

And hunts a hay-field over
To find a four-leaved clover!

3. The little leaf is not so wise
As it may seem in foolish eyes;
But then, dear Polly, don't you see,
Since you were willing carefully
To hunt the hay-field over,
You found your four-leaved
clover.

4. Your patience may have long to wait,
Whether in little or great;

But all good luck, as you v^{appy}
Belongs to those who work and earn.

Who hunts the hay-field over
Will find the four-leaved clover.

per-se-ver-ance
Pol-ly

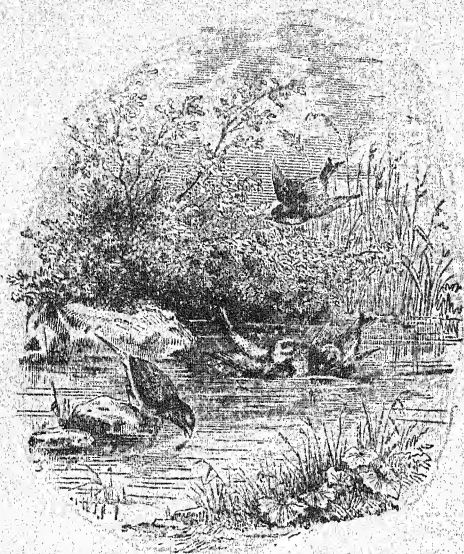
joy-ful
hay-field

clo-ver
be-lieve

haunts
fool-ish

care-ful-ly
pa-tience

For NOTES, see page 174.



25. BUSY RAINDROPS.

1. "But what can little raindrops do?" said robin redbreast to the squirrel, as they sat talking beside the clear brook one fine morning. The robin and his friends had just had their morning bath, and the others had left him to finish his usual talk with their furry neighbour. "I don't like rain!"

2. "What can raindrops do?" came in a clear voice from the brook; "you should see us at work."

The robin nodded his head to the squirrel, and they both listened to the sweet silvery voice.

3. "Yes," the brooklet went on; "as soon as ever we got down from the clouds, we all went merrily to work—for there are no lazy raindrops. The ground was full of cracks and holes, where our cousin Jack had been before us.

4. "Do you know Jack Frost? He is a bright, merry fellow, and full of mischief; but he is very useful for all that. Every year he comes to loosen the soil with his icy plough, so that the little raindrops can reach the roots and seeds of the flowers in the spring-time.

5. "Down we ran into the thirsty ground, through the rich loam and the sandy soil—down till we reached a bed of clay, through which we could not make our way. It was very dark in those gloomy cells—not one ray of light to show us the way, not a sunbeam to cheer us on.

6. "We met brave little earth-worms toiling away in their dark caves. Day by day they gnaw the fallen leaves and change them into fine loam. Then they crawl back to the surface, bringing this rich loam with them. All over the hill-side you can see hundreds of their little mounds, waiting to be spread over the surface again by the busy raindrops.

7. "We took some of this loam with us wherever we went, and placed it near the roots and

the seeds. Then the sun sent down its warm rays, and soon the fields were green again.

8. "As we crept up through the slender flower-stems, the sleeping buds began to open and unfold their soft leaflets in the warm sunshine. We wakened up every seed in the garden, and fresh green shoots came peeping through the dark soil. The air was filled with the sweet songs of birds, for the spring had come.

9. "At length our long cold journey was ended, and we could come out of the damp soil and play with the sunbeams once more. How happy we were!

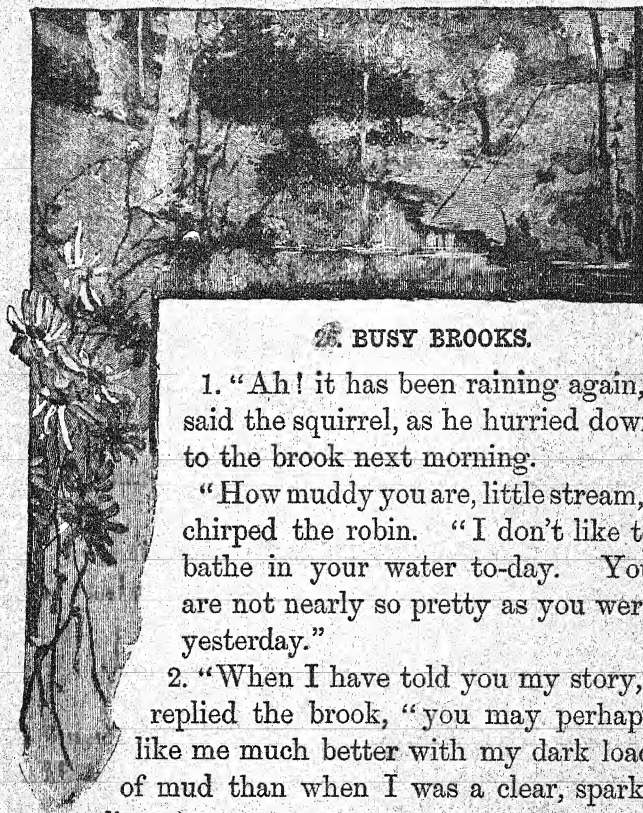
10. "Have you ever seen a spring of water bubbling up out of the soil? You should have been there to see us burst from the ground, and run sparkling and dashing down the hill-side. And now, you see, here we are." And the voice of the brooklet seemed to die away in soft ripples along the banks.

rob-in	lis-tened	soil	earth-worms	leaf-lets
red-breast	mer-ri-ly	ic-y	gnaw	wāk-ened
squir-rel	mis-chief	loam	crawl	bub-bling
fur-ry	loos-en	cells	sur-face	rip-ples

WORD EXERCISE:—

1. Make adjectives ending in -y (like thirsty) from ice, sand, gloom, and silver, and give their meanings.
2. Make nouns ending in -let (like brooklet) from stream, leaf, and root, and give their meanings.

For NOTES, see page 194.



2. BUSY BROOKS.

1. "Ah! it has been raining again," said the squirrel, as he hurried down to the brook next morning.

"How muddy you are, little stream," chirped the robin. "I don't like to bathe in your water to-day. You are not nearly so pretty as you were yesterday."

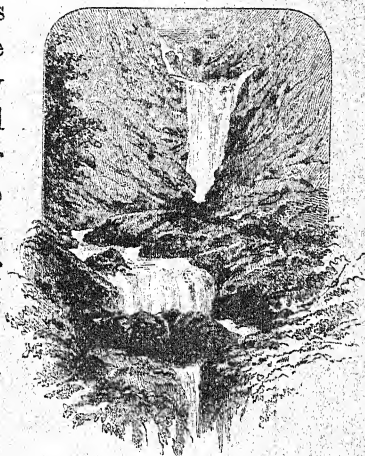
2. "When I have told you my story," replied the brook, "you may perhaps like me much better with my dark load of mud than when I was a clear, sparkling stream.

3. "Last night a heavy shower fell in our valley. Tiny streams chased each other down the hillside like playful squirrels; but they were hard at work. They were cutting deep ruts in the steep places, and carrying away the finest of the soil.

4 "They ran away with the earth-worm mounds, and spread their rich soil all over the meadows. Some of it they brought to me, and that is why I am so muddy this morning.

5. "But my work is not yet done, as you will see. I want you to follow me, and see what becomes of my load of fine rich soil.

6. "I must leave most of my load here," continued the brook, as it flowed into a wide pond. "I can carry it no further. All day long I shall pour this rich loam into the pond and build its muddy bed higher and higher.



7. "Now, my little friends, you see by this what all the brooks in the world are doing. They are wearing down the slopes, grinding the pebbles and sand into fine soil, and carrying it down to the low lands. Little by little the hills are being spread over the valleys; for it is the work of water to wear down the high lands, and to fill up the low places.

8. "Now look once more at the mud banks

which I am forming in the pond. By-and-by you will find little islands where these banks now are. After a long time, the pond will be filled with this soil; and then there will be no pond at all, but a fertile meadow in its place.

9. "The cluster of little islands that I am making here is called a delta. At the mouths of great rivers, where they empty their muddy waters into the ocean, deltas are often formed so large that great cities are built on them, where thousands of people live. Some deltas are covered with green fields and some with dense forests, for the soil that we make is always very rich.

10. "That is the kind of work we do when our waters are muddy: we tear to pieces the old barren hills, and make new and fruitful plains out of the rubbish." Then the brook seemed to lose itself in the big lazy pond, and its voice once more became silent.

bathe
val'ley
mead-ows

con-tin'-ued
wear'ing
peb'-bles

by-and-by
fer'-tile
del'ta

o'-cean
dense
tear

bar'-ren
rub'-bish
lôse

WORD EXERCISE:—

1. Make nouns of a harder sound from each of the following verbs (like bath from bathe): breathe, clothe, grieve, live, and strive.
2. Give the present of the following verbs (like bring from brought): bought, sought, wrought, thought.

For NOTES, see page 195.



21. FABLES.

I. THE MILLER, HIS SON,
AND THEIR ASS.

1. A miller and his son were leading their ass to the fair to sell him. They had not gone far, when they met a troop of girls returning from town, talking and laughing.

"Look!" cried one of them. "Did you ever see such stupid fellows, both trudging along on foot, when one of them might be riding?"

2. When the miller heard this, he bade his son get up on the ass, while he tramped along merrily by his side. Soon they came to a group of old men standing by the wayside talking gravely together.

3. "There," said one, pointing to the boy, "that proves what I was saying. What respect is paid to old age in these days? See that idle young rogue riding, while his father has to walk.—Get down and walk, sir, and let the old man ride!"

4. Upon this the son got down from the ass, and the miller took his place. They had not gone far in this way, when they met two country-women going home from market.

"You lazy old wretch!" cried both the women at once. "How can you ride upon the animal, when that poor young fellow can hardly keep pace with you?"

5. So the good-natured miller took his son up behind him on the ass, and in this way they almost reached the town.

"Pray, honest friend," said a townsman whom they met, "is that ass your own?"

"Yes," replied the miller.

6. "I should not have thought so by the way

you load him," said the other; "why, you two are better able to carry the beast than he is to carry you."

"Well," said the miller, "we can but try."

7. So he and his son got down off the ass. They tied his legs together, and, slinging him from a stout pole, tried to carry him on their shoulders. This was so odd a sight that crowds of people ran out to see it and to laugh at it.

8. But the ass did not like the plan at all, for he felt very uncomfortable indeed. At last, as they were passing over a bridge, he pulled his legs out of the rope, tumbled off the pole, and in his fright jumped off the bridge into the river, and was drowned.

By trying to please everybody, you please nobody.

II. THE ARAB AND HIS CAMEL.

9. One cold night, as an Arab sat in his tent, a camel gently thrust aside the flap of the door and looked in.

"I pray thee, master," he said, "let me but put my head within the tent, for it is cold without."

"Welcome," said the Arab cheerfully, and the camel pushed his head into the tent.

10. "If I might but warm my neck also," said the camel after a while.

"You may do so," replied the Arab.

Soon the camel began looking round the tent, and he said again, "It will take but little more room if I place my fore-legs within the tent."

"You may also place your fore-legs within," said the Arab, moving aside a little to make room, for the tent was very small.

11. "May I not stand wholly within?" asked the camel at last; "I keep the tent door open by standing as I do."

"Yes, yes," said the Arab, "I will have pity on you this cold night. Come wholly inside the tent."

So the camel pushed forward into the tent; but it was too small for both.

12. "I see," said the camel, "there is not room for both of us here. As you are the smaller you had better stand outside, and then there will be room enough for me." And with that he pushed the Arab out of the tent.

Resist evil at the beginning, lest it overcome you in the end.

trudg'ing wòm'en

bade wretch

mer-ri-ly pace

group

good-na'tured

stout

shoul'ders

un-com'fort-a-ble

bridge

tum'bled

Ar'ab

cam'el

wel'come

cheer'ful-ly

fore'legs

whol'ly

re-sist'

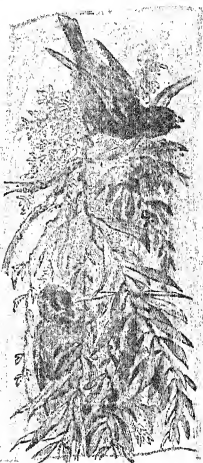
WORD EXERCISE :—

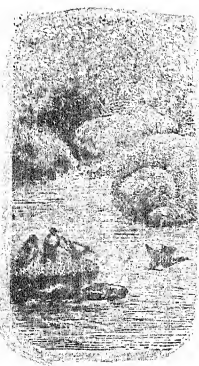
1. Write the present participle (like trudging) of the verbs ride, prove, love, please.
2. Make sentences containing the words inside, aside, beside, and besides.

For NOTES, see page 195.

28. SUMMER WOODS.

1. Come ye into the summer woods;
There nothing can annoy;
All greenly wave the chestnut leaves.
And the earth is full of joy.
2. There, lightly swung in bowery glades,
The honeysuckles twine;
There blooms the rose-red campion,
And the dark blue colum-
bine.
3. And many a merry bird is
there,
Unscared by ruthless
men—
The blue-winged jay, the
woodpecker.
And the golden-crested
wren.
4. Come down, and ye shall
see them all,
The timid and the bold;
For their sweet life of joyousness
It is not to be told.
5. And far within that summer wood,
Among the leaves so green,
There flows a little gurgling brook.
The brightest e'er was seen.

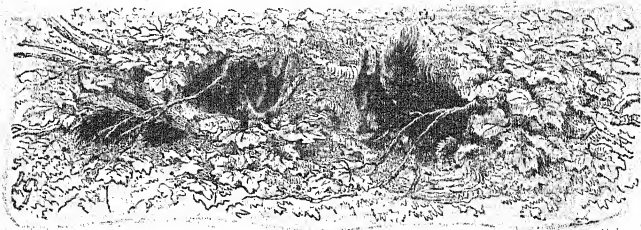




6. There come the gentle little birds,
Without a fear of ill,
Down to the murmuring water's
edge
And freely drink their fill.

7. And dash about and splash about,
The merry little things;
And look askance with bright
black eyes,
And flirt their dripping wings.

8. I've seen the nimble squirrels drop
Down from their leafy tree,
The little squirrels with the old,—
Great joy it was to me.



9. And down unto the running brook,
I've seen them nimbly go;
And the bright water seemed to speak
A welcome kind and low.

10. And many a wood-mouse dwelleth there,
Beneath the old wood shade,

And all day long has work to do,
Nor is of aught afraid.



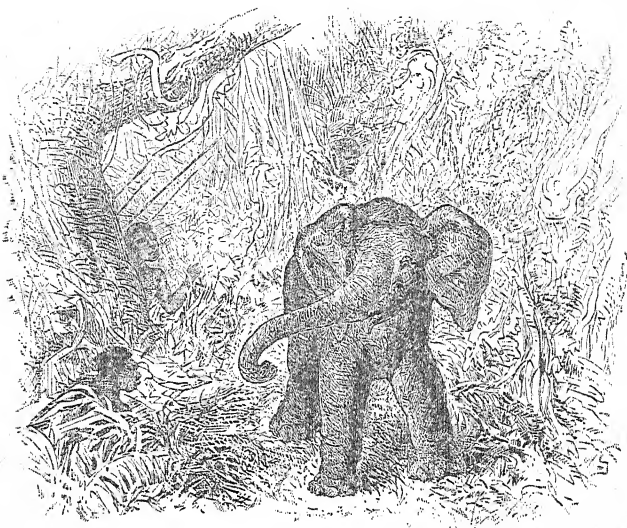
11. There is enough for every one,
And they lovingly agree;—
We might learn a lesson, all of us,
Beneath the greenwood tree.

an-noy'	hon'-ey-suck-les	ruth'-less	joy'-ous-ness	nim'-ble
chest-nut	cam'-pi-on	jay	mur'-mur-ing	dwel'-eth
bow'-er-y	col'-um-bine	wren	a-skance'	ought
glades	un-scared'	tim'id	flirt	lov'-ing-ly

WORD EXERCISE :—

1. Write the adverbs ending in -ly (like *nimblely*) made from *gentle*, *humble*, *idle*, and *feeble*.
2. Make sentences containing the words *ought*, *ought*, *nought*, and *naughty*, and give their meanings.
3. Make adjectives beginning with *un-* (like *unscared*) from the words *hurt*, *harmed*, *touched*, and *pleasant*.

For NOTES, see page 195.



2. A CLUMSY PET.

1. One of the biggest and most awkward pets I ever heard of was a young elephant. A traveller in South Africa got one which had been caught alive by some of the native hunters. He treated it kindly, and a most amusing and intelligent pet it became. What its name was I do not know, but we may call it "Tusky."

2. Tusky was about nine months old when he was captured, and at first he was a little afraid of his new master ; but after smelling him all over, as a dog might do, he seemed to think that there was nothing to fear, and he was quite

satisfied to trust the kind hands that patted and fed him.

3. Little Tusky—we call him “little” because he was young, and because it sounds pretty for a pet, but he was large enough to have filled a small room, and it was well to be careful that he did not step on your toes—little Tusky was as clever with his wonderful trunk as his grown-up relations are.

4. He could pick up a needle very neatly indeed. He always pushed it into a good position first with his foot, so that he could lay hold of it easily. Then he would take it up, and curl his trunk round, and have a good look at it, to see what he had found.

5. Tusky was not quite so dainty and noiseless as a cat in his movements, and he often got into mischief, blundering about and upsetting things; in fact, he was a much more suitable pet for the wilds of Africa than he would have been for a house in England.

6. Strange to say, this huge pet was afraid of being alone, and if he had nobody within reach to talk to him, he would cry in the most pitiful manner. So long as any human being, even one of the native children, was near him, he would be quite content; and he was as tame and friendly as any pet animal could be.

7. You would not expect an elephant to be very good at climbing. Yet when the bullock-waggon was standing still, Tusky would climb up into it, so that he might be near his master. When the caravan was moving forward, he would run alongside, or follow behind like a dog.

8. Poor Tusky came to a sad end, like too many pets. Somebody gave him some very unsuitable food, or else he stole it; and it disagreed with Tusky, and made him very ill. As nobody knew the proper medicine for a sick elephant, Tusky died, much to the regret of his master.

9. But he left a very pleasant memory behind him; and though he had been an awkward, lumbering sort of pet, and took up rather too much room, the poor animal could not help that. It would be well if all the elegant, graceful little English pets were as good-tempered and docile as our big African Tusky.

awk'-ward	sat'-is-fied	up-set'-ting	wag'-gon	med'-icine
trav'-el-ler	re-la'-tions	suit'-a-ble	car'-a-van	el'-e-gant
Af'-ri-ca	nee'-dle	pit'-i-ful	dis-a-greed'	grace'-ful
in-tel'-li-gent	mis'-chief	bul'-lock	prop'-er	do'-cile

WORD EXERCISE :—

1. Write sentences containing the words capture, captor, captive, and captivity.
2. Make verbs beginning with dis- (like disagreed) from the verbs please, appear, and like, and give their meanings.
3. Make nouns ending in -er (like hunter) from fish, read, write, and bake, and give the meaning of the -er in each.

For NOTES, see page 195.

WHAT THE NETTLE SAID.

1. One day a little boy was gathering wild flowers, when his hand chanced to touch a stinging nettle. "Oh, you horrid, ugly, ill-natured, useless thing," he cried, "what are you doing there?"

2. With that, he lifted his foot to trample down the nettle; but just then a soft voice fell on his ears: "Wait a little, my boy; do not kill me until we see whether you or I am to blame.

3. "I am not ill-natured, I attack no one, and I use my sting only in self-defence. Put a leaf of that dock on your smarting fingers, and they will soon be better. Then take a seat beside me, and I shall tell you about myself. It will help you to forget your pain, and may perhaps teach you that even nettles are good for something in this world."

4. The boy did as he was told, and bade the nettle go on with its story. So it said:—

"You would like to know something about my sting. It is a little hair with a sharp point. Many of these hairs grow on my leaves. They are like needles, and therefore I am called 'nettle,' or 'needle-plant.'

5. "At the root of every hair there is a little

bag of poison. When you touched me, the sharp points of some of my needles pricked your skin, and the poison from the little bags flowed into the tiny scratches they made, and caused the pain that made you so angry.

6. "Had you grasped me firmly, some of my hairs would have been pressed down, and others would have been broken off, and so the poison would have been poured on the outside of your skin, and would have done you no harm.

7. "My flowers are not bright, gaudy things like those of the dandelion, and many boys, like you, imagine that I have none. But if you look, you will see them hanging in curls all round the upper part of my stem. They are small round things, so numerous that you could not easily count them.

8. "I must now tell you what I am used for. A yellow dye is got from the juice of my roots, and a bright green dye from my stalk and leaves. The fibres of my stem are made into ropes and cloth; and in Germany great numbers of nettles are grown for the sake of the paper that is made from their fibres.

9. "In Norway and Sweden and other countries, cows, pigs, and poultry are fed on nettles. You must have heard of nettle-beer, which is brewed in some parts of England. You may

also have seen the tender shoots of nettles boiled for food. We don't sting when boiled. The heat takes the sting out of us.

10. "But I must not forget to tell you that many beautiful butterflies, and other insects, feed on us. I could tell you a great deal more about myself, but I want you to try if you can remember what I have told you already."

11. The little boy began to count off on his fingers the various uses of the nettle, and he did not notice for some time that the gentle voice had ceased. He lingered round the spot, hoping to hear it again. But there was not a sound to be heard; and never from that day has any one heard the voice of the Stinging Nettle.

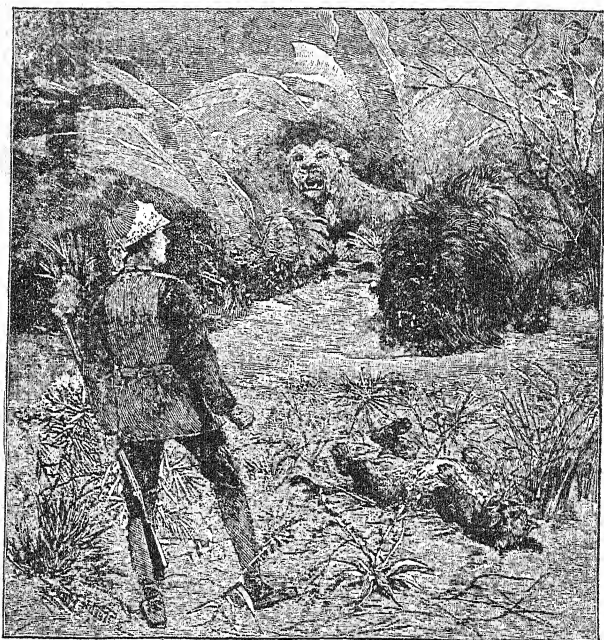
12. "Tender-handed stroke a nettle,
And it stings you for your pains;
Grasp it like a man of mettle,
And it soft as silk remains."

net'tle	poi'son	nu'mer-ous	fi'bres	En'gland
hor-rid	gaud'y	dye	Nor-way	va'ri-ous
tram'ple	dan-de-li-on	juice	poul'try	ceased
self-de-fence	im-ag-ine	stalk	brewed	met'tle

WORD EXERCISE :—

1. Make sentences containing the words dye, dyed, die, died.
2. Give sentences containing the words nettle, mettle, metal, meddle, medal.
3. What other two letters may have the sound which -ui has in fruit and juice? Give some examples.

For NOTES, see page 195.



31. STORY OF A LION.

1. There is only one creature of whom the lion seems to be afraid, and that creature is man. The lion will rarely attack a man, unless he is attacked first, or can spring upon the man without being seen.

2. Bishop Hannington, a missionary who lived in Central Africa, was out one day in the forest along with a native servant who carried his gun. He was looking for some of the

strange plants and flowers that grow in that country.

3. Suddenly he heard a rustling among some thick bushes close by, and he saw that some large animal was crouching among them. He took his gun and fired, and when he went to the place he found that he had shot a lion's cub.

4. When his servant saw this, he screamed with terror and ran away, shouting, "Run, run for your life!" At the same time the missionary heard a terrible roar, and, turning round, he saw a huge lion and a lioness come rushing towards him.

5. If he had run away from them, he would have been overtaken and torn to pieces in a moment. So this brave man simply turned and faced them, standing quite still, and looking steadily into their fierce yellow eyes.

6. This surprised the lions so much that they, too, stood still, and looked in wonder at this strange two-legged animal, that would not run away, and that had such a bold clear look in his eyes.

7. Thus they stood for a few minutes without moving; and then very slowly and steadily the missionary began to move off backwards, never for a moment taking his eyes off his two savage enemies. After he had gone backwards in this

way for a hundred yards or so, he coolly turned his back on them and walked away.

8. But he did not mean to lose the skin of the animal he had shot. In a little while he went back to the place, and saw the lion and lioness walking round and round their dead cub, licking its body and growling. The missionary ran towards them, threw up his arms, and gave a loud shout.

9. The lion and his mate started, stared for a moment at this strange creature, and then ran away as fast as they could. The missionary then took up the cub, and walked off with it over his shoulder, as if there was no danger.

10. His native servant was in so great terror that he did not dare to touch the animal, but left his master to carry it all the way to their tent. When the other natives heard of the missionary's bold action, they showed him great respect, and listened all the better to his teaching.

rare'ly	mis'sion-a-ry	crouch'ing	stead'i-ly	cool'ly
Bish-op	Cent'ral	ter'ri-ble	fierce	growl'ing
Han'ning-ton	rus'ling	li'on-ess	sav-age	shoul'der

WORD EXERCISE :—

1. Write the names given to the young of the lion, horse, cow, dog, goat, and sheep (like cub, etc.).
2. Write the feminine, or name applied to a female, formed from lion, tiger, giant, author, and poet (like lioness).
3. Write the verbs formed from take (as overtake), and give their meanings.

For NOTES, see page 196.

2. THE MAN THAT CARRIED THE BRICK.

1. It is very difficult to get some people to be careful in doing little things. "Oh, it does not matter!" they say. "Wait till we have something great to do, and then we shall show how well we can do it."

2. What a mistake this is! We must do the small things well before men will trust us in the greater things. It is a grand rule of life to be faithful in little things.

3. "One morning, some years ago," said a merchant, "I was about to start for business, when the servant told me that a man was waiting at the front door to see me.

"'Tell him I'll be down in a moment,' I said.

4. "On my going to the door, the man asked me for help. He said that he had a large family, and a sick wife, and no money to get food for them.

5. "'You seem to be strong and healthy; why don't you work?' I asked.

"'Simply because I cannot get work, sir.'

"'If I give you work, what pay do you want?'

"'Anything you like to give me, so that I can get bread for my family.'

6. "I thought I would try to find out if he really meant what he said. 'Very well,' I said, 'I shall give you a shilling an hour, if you will

carry a brick under your arm around this square for five hours without stopping.'

" 'Thank you, sir ; I will do it.'

7. "I got a brick, and placed it under the man's arm, started him on his walk, and then went to my business. I never thought that the man would keep on all day doing what he had promised to do. I did not expect to find him there when I came back in the afternoon.

8. "But, as I came in sight of my house, I saw him walking steadily along, with the brick under his arm. A lot of boys were following him and making fun of him. But if any one spoke to him, his only answer was,—

" 'Don't stop me ; it's all right.'

9. "I went up to him, and taking him quietly by the arm, walked with him to my house, and gave him five shillings for what he had done. He said that in one of his walks a lady came out of a house and asked him what he was carrying that brick for. He told her the reason, and she gave him a shilling. And when it was known why he was doing this, others had helped him.

10. " 'But what am I to do to-morrow ?' he asked.

" 'Why,' I said, 'go to some of those from whom you got help to-day and ask for work, and come to-morrow afternoon and tell me how you get on.'

11. "The next afternoon he came, and told me that he had found steady work at four shillings a day. Before leaving, he asked for the brick. I gave it to him, and he took it away with him.

12. "Three or four years after this," said the merchant, "I was in a tramway-car, when a well-dressed man spoke to me with a smile, and asked if I knew him. Seeing that I was not sure, he said, 'Don't you remember the man who carried the brick?' He then told me that he had a business of his own, and was getting on well.

13. "'And what became of the brick?' I asked.

"That brick, sir, always stands on our mantel-piece. We value it as the most precious thing we possess. It has made our fortune."

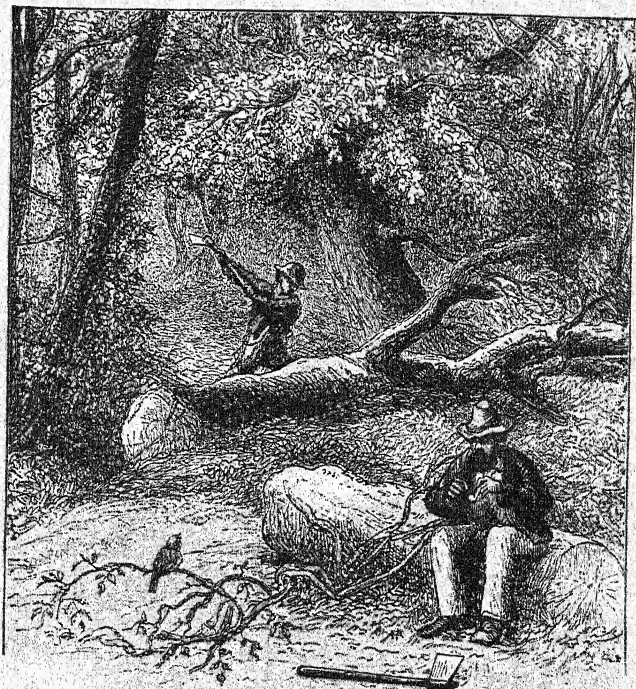
But it was not the brick that made the man's fortune; it was his faithfulness in doing even a very little thing.

diffi-cult	square	tram-way-car	val-ue	for-tune
mer-chant	qui-et-ly	man-tel-piece	pre-cious	faith-ful-ness

WORD EXERCISE :—

1. Write the present participle (ending in -ing) of stop, fit, get, and sit, and also of stoop, meet, beat, and seat. What change is needed in the first four before -ing is added?
2. Make sentences containing the words this, these, that, and those.

For Notes, see page 196.



33. THE WOOD-CUTTERS AND THE BIRDS.

1. Two wood-cutters used to go into the forest together every day to cut wood. Each of them had a family of young children, and they used to work very hard to earn their daily food.

2. One of the men was bright and cheerful,

and always hoping for the best. The other was gloomy, and full of fears about the future.

"How hard it is to be so poor," he would often say. "If I should fall ill, what would become of my wife and children?"

3. One day, as they were going through the forest, they saw two birds' nests in a tree. The mother birds were sitting on their eggs. The wood-cutters watched the nests day after day, till they heard the young birds crying "Peep-peep," and saw the parents busily feeding their little ones.

4. One morning, as the gloomy man was going past the tree by himself, he saw one of the mother-birds flying towards her nest, with some food in her mouth for her little ones. Just at that moment a hawk darted down upon her and bore her away in his claws.

5. "Poor bird!" cried the wood-cutter, "what will become of your young ones now? They have lost their mother, and they will die of hunger. That is exactly what my children would do, if anything should happen to me."

6. He kept thinking about this all day. It made him feel so sad that he went home by another road at night, because he could not bear to hear the cry of the starving birds. Next morning, however, he went to the nest to bury

the poor motherless birds, for he was sure they would all be dead.

7. When he came to the tree, what was his surprise when he saw the other mother-bird flying to the nest of the orphans. Their little heads were lifted up, their little mouths were open, and their kind neighbour was feeding them just as she fed her own.

8. At this moment the cheerful wood-cutter came along, and learned with great surprise all that had taken place.

“Ah, is not that beautiful?” said he. “If these poor little birds are so strangely helped, surely we should not be afraid.”

9. “Never again!” answered his friend. “If you are ever sick, I will take care of your wife and children, as this kind mother-bird is doing. If I am ill, I know you will do the same for me. And if anything should happen to us both, we may be sure that God will take care of our families in some way.”

daî'ly
fu-ture

bus-i-ly
hawk

bore
ex-act'ly

starv-ing
bur-y

or-phans
fam-i-lies

WORD EXERCISE :—

1. Make sentences containing the words bird, bird's, birds, and birds'.
2. Make sentences containing the words loss, lose, loose, and lost.
3. Make sentences containing the words food, feed, blood, and bleed.

For NOTES, see page 196.

34. FUSS-AND-FRET.

1. Have you heard of the land called Fuss-and-fret,
Where the people live upon woes and regret?
Its climate is bad, I've heard folks say,
And there's seldom, if ever, a pleasant day.
2. 'Tis either too gloomy from clouded skies,
Or so bright that the sunshine dazzles one's eyes;
'Tis either so cold, one is all of a chill,
Or else 'tis so warm that it makes one ill.
3. The season is either too damp or too dry,
And mildew or drought is always nigh;
For nothing that ever happened yet
Was just as it should be in Fuss-and-fret.
4. And the children—it really makes me sad
To think they never look happy and glad.
It is, "Oh, dear me!" until school is done,
And then, "There never is time for fun!"
5. Their teachers are cross, they all declare,
And examinations are never fair;
Each little duty they're apt to shirk,
Because they are tired, or 'tis too hard work.
6. Every one is as grave as an owl,
And has pouting lips or a gloomy scowl;
The voices whine and the eyes are wet
In this doleful country of Fuss-and-fret.
7. Now, if ever you find your feet are set
On the down-hill road into Fuss-and-fret,

Turn round and travel the other way.
Or you never will know a happy day.

8. Follow some cheerful face ; 'twill guide
To the land of Look-at-the-pleasant-side.
There something bright you will always see,
No matter how dark the day may be.
9. You'll smile at your tasks and laugh in your dreams,
And learn that no ill is so bad as it seems.
So lose no time, but hurry and get
As far as you can from Fuss-and-fret.

woes	folks	sea'son	ex-am-i-na'tions	scowl
re-gret'	cloud'ed	mil'dew	shirk	whine
cli'mate	daz'zles	drought	pout'ing	dole'ful

WORD EXERCISE :—

1. Write other letters which sound like the -oe- in **woes**, **shoes**, and **does**.
2. Write a list of words formed from **sun** (like **sunshine**), and **give** their meanings.
3. Write in full the contractions used in this lesson.

For NOTES, see page 196.

35. ABOUT MICE.

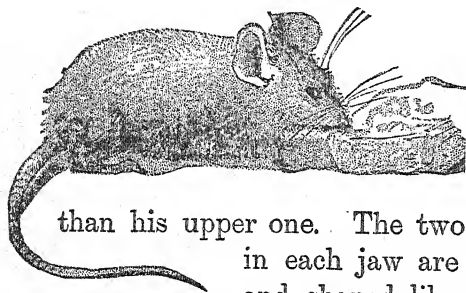
1. The mouse is a very friendly little fellow.
He likes to visit us, and as long as we let him
stay with us and share our food, he is as much
at home in our house as we are.

2 But when he disturbs us at night by scam-
pering about, or gnawing holes in the wood-work
of our rooms, and when we find the things in

our cupboards all nibbled and spoiled, we do not feel very friendly to him.

3. If we can catch one, we shall find him well worth looking at. He has a coat of fine fur, which he always keeps beautifully clean. He has long whiskers like those of the cat, and sharp claws, so that he can climb up a wall or anything that is a little rough.

4. His bright eyes can see in the dark, and his large round ears can hear the faintest sound.



His nose is pointed, and his under jaw much shorter than his upper one. The two front teeth in each jaw are very sharp, and shaped like the edge of a chisel. These are the teeth he gnaws with.

5. These gnawing teeth are always growing longer, and if he did not gnaw something hard every day, so as to wear them down, they would soon become so long that he could not use them.

6. Mice make their homes in the hollow parts of our walls and floors, where they can move about from one part of the house to another without being seen. They are very shy and

easily frightened, and when one comes into a room where people are, the least movement makes him scamper back to his hole.

7. The common gray mouse can be easily tamed, but the one usually kept as a pet is a mouse which has white fur and pink eyes.

A lady who in a cage also

had a tame white mouse caught and tamed a common gray mouse.

8. The gray mouse was very angry when he saw the lady pet the white mouse. One day the gray mouse somehow managed to get into the cage, and when the lady came back to the room she found the white mouse dead.

9. Some kinds of mice live in the fields and woods, and never enter our houses. The tiny harvest-mouse weaves a neat round nest of grass, which he fixes among the stalks of corn some distance above the ground.

10. He climbs the smooth stems like a monkey, and he holds on to them by his tail as well as by his claws. When coming down from



his nest, he twists his tail round a stalk of corn and slides down.

11. The dormouse, or wood-mouse, also lives in the fields. Unlike other mice, his tail is covered with fur. He builds his nest in a hollow tree, and lives upon nuts and fruits. When cold weather comes, he rolls himself up in a ball, and sleeps till spring.



12. Once a dormouse was caught and kept in a cage, where he became quite tame, and was a great pet with the children. One day he escaped from his cage, and the children hunted all over the house for him, but could not find him.

13. In the evening, when they sat down to tea, a large cake was placed on the table. When it was cut, they noticed a hole leading to the centre of it, and there they found their little pet snugly curled up and fast asleep.

mice	cup-boards	whis'kers	gnaw'ing	mon'key
friend'ly	nib'bled	faint'est	hol'low	twists
vis'it	spoiled	jaw	môve'ment	dor'mouse
scam'per-ing	beau'ti-ful-ly	chis-el	dis'tance	curled

WORD EXERCISE :—

1. Write the plural of mouse, man, goose, and foot.
2. Name the letters which are not sounded in gnaw, gnash, gnat, knife, and know.
3. Make nouns ending in -ment (like movement) from amuse, amaze, and employ, and give their meanings.

For NOTES, see page 196.

36. "STAND FAST."

1. In the south of Spain there is a small peninsula which consists of one huge rock. It is called the Rock of Gibraltar. Nearly two hundred years ago, when we were at war with Spain, this rock was taken by the British.

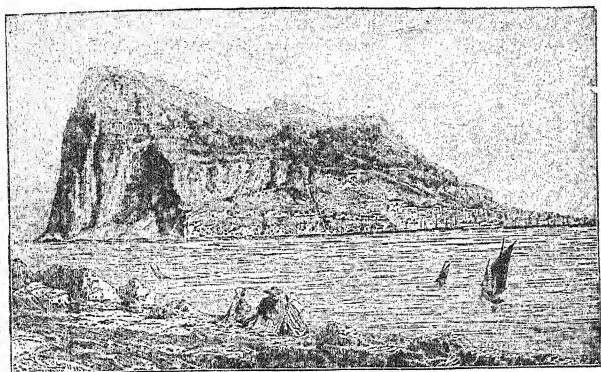
2. It still remains in the hands of Britain, and it has been made into a very strong fortress. Great cannon are placed in galleries cut out of the solid rock, and we always have a large number of soldiers there.

3. It is now more than a hundred years since Spain, aided by France, made a last attempt to drive the British out of Gibraltar. The governor of the fortress had with him only a small body of British and German troops.

4. One evening, during the siege, the governor

was visiting the various batteries to see that everything was in order. At one part of his round he came upon a German soldier standing as sentry at his post.

5. The soldier should have saluted his general by raising his musket, or "presenting arms," as it is called ; but he made no movement. Noticing this neglect, the general called out, "Don't you know me, sentinel, or why do you not salute?"



6. The soldier answered respectfully, "I know you well, general, but I cannot present arms ; for within the last few minutes two of the fingers of my right hand have been taken off by the enemy's shot, and I am unable to hold my musket."

7. "Why do you not go and have your hand bound up, then?" asked the general.

"Because," answered the soldier, "in Germany a man is forbidden to quit his post until he is relieved by another."

8. The general at once dismounted from his horse. "Now, friend," he said, "give me your musket, and I will take your place: go and get your wounds attended to."

9. The soldier obeyed, but went first to his comrades in the guard-house, in order that another sentry might be sent to take the general's place; and not till then did he go to the hospital and get his hand dressed.

10. This injury to his hand unfitted him for active service as a soldier, and he was sent to England; but the news of his brave endurance reached England before him. The king, George III., went to see him, and, as a reward for his faithfulness, he gave him the rank of an officer.

pe-nin'su-la	can-non	gov-er-nor	sal-ut-ed	com-rades
Gib-ral'tar	gal-ler-ies	siege	sen-ti-nel	guard-house
Brit-ish	sol-id	bat-ter-ies	for-bid-den	hos-pi-tal
fort-ress	at-tempt'	sen'try	re-lieved'	en-dur-ance

WORD EXERCISE:—

1. Make nouns ending in -ance (like endurance) from the verbs attend, perform, annoy, admit, and enter. What change is made in the spelling of the last two words?
2. Make sentences containing round as various parts of speech (noun, verb, adjective, preposition, and adverb).
3. Write the various meanings of the word post.

For NOTES, see page 196.

37. "HE'S A BRICK."

1. We often hear a boy or a man say, "He's a brick," when speaking of a companion whom he likes. It is not perhaps a very correct way of speaking, but no one would be offended at being spoken of in this way.

2. If we go back to the time when the expression was first used, we shall find that it had a very good meaning indeed, and a boy could have no better aim in life than to deserve that he should be called a "brick."

3. An old Greek writer tells us that, on one occasion, the famous city of Sparta was visited by an ambassador from another kingdom in the north of Greece. Now the Spartans, as you may have heard, were the bravest of all the Greeks.

4. Every man was a soldier. They lived in a plain and simple fashion at home, as soldiers must do when they are in camp, and their city was without any of the fine buildings and statues which were common in other Greek towns.

5. Now this ambassador knew that the King of Sparta was really master of all Greece, so he had expected to find the towns surrounded by massive walls and lofty towers of defence. But

he was very much surprised to find nothing of the kind.

6. He spoke of this to the king.

"Sire," he said, "I have visited most of the principal towns of your kingdom, and I find no walls built for defence against an enemy. Why is this?"

7. "Indeed, Sir Ambassador," replied the king, "you cannot have looked very carefully. Come with me to-morrow, and I will show you the walls of Sparta."

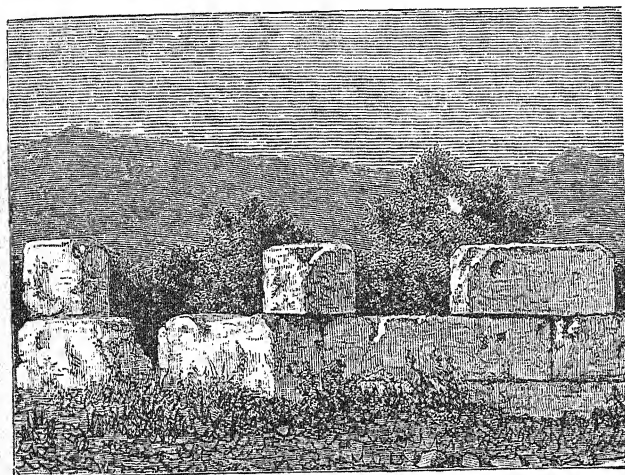
8. Accordingly, on the following morning, the king led his guest out to the plain before the city, where the whole Spartan army was drawn up in battle array. Then pointing proudly to his soldiers, he exclaimed, "Behold the walls of Sparta—ten thousand men, and every man a brick!"

9. You will find many stories about the Spartans and their heroic deeds, which show how well they deserved the name of "bricks." One of the best is the story of how a small band of three hundred Spartans, and about five thousand other Greeks, stood for two days at the entrance of a narrow pass and stopped the march of the King of Persia with a vast army, probably about three millions of men.

10. When the Persians came up, they found

the Spartans engaged, some in games, and others in dressing their long hair. This was their usual custom before risking their lives in battle.

11. The Persian heralds commanded the Greeks to deliver up their arms to the great king. "Let him come and take them," was the answer. The heralds said that the number of



Persians was so great that their arrows would darken the light of the sun. "So much the better; for then we shall fight in the shade," replied the Spartans.

12. For two days they held the pass against the Persian host. And when at last they were surrounded, and there was no hope left, most of the other Greeks escaped over the mountains.

The Spartans alone refused to flee, and fell fighting to the last on the ground they had held so nobly. You see in the picture the tomb of their brave leader Leonidas.

ex-pres'sion	am-bas'sa-dor	mass'ive	Per'si-a	com-mand'ed
Greek	fash'ion	de-fence'	prob'ab-ly	de-liv'er
oc-ca'sion	stat-ues	prin-ci-pal	mill'ions	tomb
Spar'ta	sur-round'ed	ar-ray'	her'alds	Le-on'i-das

WORD EXERCISE :—

1. Make sentences containing the words defend, defender, defence, and defenceless.
2. Mark the silent letters in tomb, brick, built, write, and knew.
3. Make nouns ending in -sion (like expression) from confess, possess, convert, and ascend.

For NOTES, see page 197.

33. LESSONS FROM LITTLE THINGS.

I. THE SONG OF THE CRICKET.

1. Yes, the world is big ; but I'll do my best,
 Since I happen to find myself in it,—
 And I'll sing my loudest along with the rest,
 Though I'm neither a lark nor a linnet,
 And strive for the goal with as tireless zest,
 Though I know that I never may win it.
2. For shall no bird sing but the nightingale?
 No flower bloom but the rose ?
 Shall little stars quench their torches pale,
 When Mars through the midnight glows ?

Shall only the highest and greatest prevail?

May nothing seem white but the snows?

3. Nay, the world is so big that it needs us all
To make enough music in it;
And the world wants melody e'en from the small—
We have nothing to do but begin it.
So I'll chirp my merriest out with them all,
Though I'm neither a lark nor a linnet!

II. THE MOUNTAIN AND THE SQUIRREL

4. The mountain and the squirrel ✓
Had a quarrel, ✓
And the former called the latter "Little prig." ✓
Bun replied : ✓
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year ✓
And a sphere. ✓
5. "I think it no disgrace ✓
To occupy my place. ✓
If I'm not so large as you. ✓
You are not so small as I. ✓
And not half so spry : ✓
I'll not deny you make ✓
A very pretty squirrel track. ✓
Talents differ—all is well and wisely put ✓
If I cannot carry forests on my back, ✓
Neither can you crack a nut!" ✓

crick-et	zest	Mars	mer-ri-est	dis-grace
lin-net	night-in-gale	pre-vail'	doubt-less	oc-cu-py
goal	quench	mel-o-dy	sphere	tal-ents

WORD EXERCISE :—

1. Write the superlative form, ending in -est (like merriest), of the adjectives happy, lively, funny, gay, and sly.
2. Write the past, ending in -ed (like replied), of the verbs deny, defy, supply, and cry ; and also of fly.

For NOTES, see page 197.

39. OBEYING ORDERS.

I.

1. The story is told, in a French newspaper, of a poor labourer who lived near Paris with his wife and their three children. Industrious, frugal, and sober, Pierre saved all his spare money, until he was able to buy the tiny cottage in which they lived.

2. It was a tiny cottage indeed, built of stone, with a red-tiled roof, standing in a well-kept little garden, and covered with creeping plants. Pierre and his wife worked very hard, and saved every farthing they could, until the little cottage was paid for. When the last of the money was paid over, they made a little feast in honour of the occasion.

3. All this had happened just before the war

between France and Germany broke out in 1870. Then Pierre was called out to serve in the army; for he had been a soldier before, and now every man who had been trained to fight was needed. As a gunner, he had been famous for his skill in hitting a mark.

4. The village where Pierre lived had fallen into the hands of the Germans, and the people had fled; but the French guns were pounding away at it from a fort on the higher ground across the river, trying to drive out those of the enemy who had taken possession of it.

5. Pierre was a gunner at that fort, and one wintry day he was standing by his gun, when General Noël, the commander, came up and looked carefully at the village through his field-glass.

6. "Gunner," he said sharply, without looking at Pierre.

"General," answered Pierre, saluting.

"Do you see the bridge over there?"

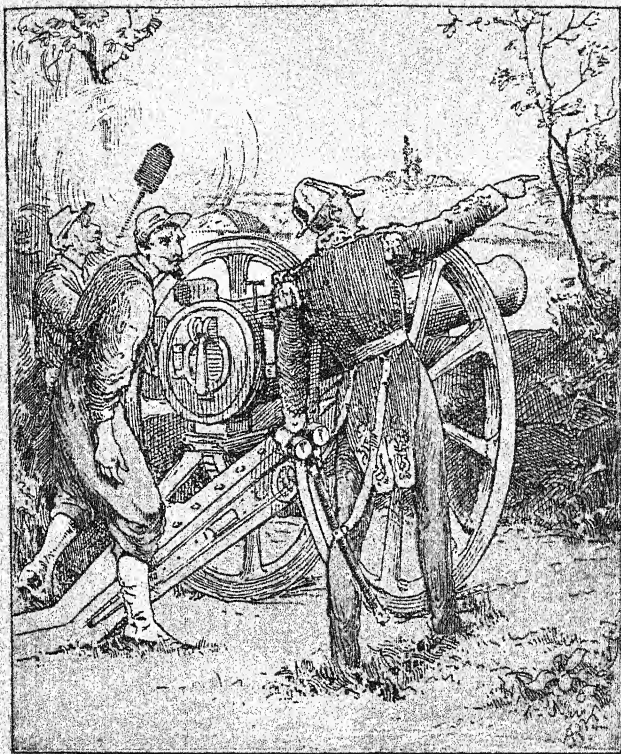
"I see it very well, sir."

"And that little cottage there, at the left, in a thicket of shrubs?"

Pierre turned pale.

"I see it, sir."

"It's a nest of Prussians. Try it with a shell, my man."



7. Pierre turned paler still, and in spite of the cold wind that made the officers shiver in their greatcoats, one might have seen big drops of sweat standing out on his forehead; but nobody noticed the gunner's emotion. He aimed his piece carefully, and fired.

8. The officers, with their glasses, watched

the effect of the shot after the smoke had cleared. "Well hit, my man! well hit!" exclaimed the general, looking at Pierre with a smile. "The cottage couldn't have been very solid. It is completely smashed."

9. He was surprised to see great tears running down the gunner's cheeks.

"What's the matter, man?" the general asked, rather roughly.

"Pardon me, general," said Pierre, in a low tone. "It was my own cottage—everything I had in the world."

II.

10. When the owner of a ship sends his vessel out on a long voyage, he gives written orders to the captain about all that he is to do. No matter what happens, the captain must, as far as possible, carry out the orders he has received. The rule for him to follow is, "Obey orders, if you break owners."

11. Some years ago, a rich merchant sent a vessel to India. He gave the captain orders, telling him how he was to sell his cargo, and what kind of cargo he was to bring back.

12. On arriving at the port to which he was sent, the captain sold his cargo. Then he found that he could make more money for the owner

by taking back a different cargo from what he had been told to bring.

13. He did so, and made two or three thousand pounds more than he would have done if he had obeyed his master's orders. He reached England safely, and went to tell his master how successful he had been. In addition to his wages, he received a large sum of money from the profits of the voyage. But, to his great surprise, his master then dismissed him from his service.

14. He asked why he had been dismissed in this way, and received this answer from his master, "Sir, I can have no man in my employment who does not obey my orders. Your disobedience has turned out very well in this case, but the next time it might bring great loss, or even ruin." He was never taken back into that merchant's service.

news-pa-per	so'-ber	No'-el	e-mo'-tion	ad-dic'-tion
la'-bour-er	Pi-erre'	field-glass	com-plete-ly	prof'-its
in-dus'-tri-ous	red-tiled	thick-et	voy-age	dis-missed'
fru'-gal	pos-ses'-sion	sweat	re-ceived'	dis-o-be-di-ence

WORD EXERCISE :—

1. Make adjectives ending in -ous (like famous) from fury, glory, joy, and grief, and give their meanings.
2. Write the past, ending in -ed (like obeyed), from convey, journey, pray, and betray. Write also the past of pay, lay, and say.

For NOTES, see page 197.

40. ONLY A RIBBON.

1. In one of the London hospitals, a short time ago, a young doctor was employed as an assistant. He was very much interested in one of the patients, a poor girl ten years old, who was suffering from a very painful disease.

2. Katie lay in her little white cot, day after day, with nothing to amuse her, or help her to forget her pain. One

day the doctor noticed her trying to make a doll of her finger, and speaking to it for a while. But she soon tired of this, and with a weary sigh she lay back to watch the pale sunlight creeping slowly across her bed.



3. That afternoon, as the young doctor was passing along the street, he noticed a ribbon of a lovely soft rose colour hanging in a shop window. He thought that it might help to amuse little Katie, and so he went in and bought it for her.

4. When he handed the ribbon to the child, she was too much surprised to speak. As she

unrolled it, so smooth, and glossy, and delicate in colour, her eyes sparkled with joy; and when she looked at her kind friend, they were dimmed with tears. She had met with very little love or kindness in her life, and this little gift made her feel rich and happy.

5. The nurse afterwards told the doctor that the child played with the ribbon all day long. She twisted it round her head, playing that she was a bride, a princess, or a fairy. She held it in her hand while she slept, or laid it, folded in paper, under her pillow.

6. Some weeks later, Katie's disease became worse, and it was found necessary to perform a dangerous operation. The operation was to be performed by two of the most skilful doctors in London.

7. But when Katie was brought into the room where the doctors were, she cried out for the young assistant who had been so kind to her. "He is the only friend I have," she sobbed. He was brought, and he held one of the child's hands, while the other was tightly closed over a little pink roll.

8. During the operation this fell from her grasp. As soon as she woke up from the effects of the ether, she opened her eyes and looked at her friend. "My ribbon," she whispered. He

gave it to her, while the doctors and nurses stood grave and silent.

9. The operation had not been successful. Katie smiled happily into the face of her friend, and clasping the faded bit of silk, fell asleep for ever.

It was but a trifling gift, and yet it had made the child's last days bright with thoughts of beauty and love.

10. "Loving words will cost but little,

Journeying up the hill of life ;

But they make the weak and weary

Stronger, braver for the strife.

So, as up life's hill we journey,

Let us scatter all the way

Kindly words, to be as sunshine

In the dark and cloudy day."

rib-bon	dis-ease	dimmed	dān-ger-ous	e'ther
doc-tor	un-rolled	prin-cess	op-er-a-tion	hap-pi-ly
as-sist-ant	del'i-cate	pil-low	skil'-ful	trif-ling
in-ter-est-ed	spar-kled	neç-es-sa-ry	sobbed	jour-ney-ing

WORD EXERCISE :—

1. Make nouns ending in -ant (like assistant) from attend, defend, and depend, and give their meanings.
2. Give a list of adjectives from which nouns may be formed by adding -ness (like kindness).
3. What letters are omitted in making compound words from skill + full, will + full, and full + fill ?

For NOTES, see page 197.

41. THE GOLDEN TOUCH.—I.

1. Once upon a time, but no one knows when or where, there lived a very rich king, whose name was Midas. He had one little daughter, whom he loved very dearly, and whose name was Marigold.

2. King Midas was fonder of gold than of anything else in the world, except this little maiden. But the more Midas loved his daughter, the more did he seek for wealth.

3. If ever he happened to gaze at the golden clouds of sunset, he wished that they were real gold, and that they could be squeezed safely into his strong box. When little Marigold ran to meet him with a bunch of buttercups and dandelions, he used to say, "Pooh, child! If these flowers were as golden as they look, they would be worth plucking!"

4. Midas was in his treasure room one day enjoying the sight of his vast stores of gold, when a stranger appeared before him.

"You are a wealthy man, friend Midas," he said. "I suppose no other room on earth contains so much gold as you have piled up in this room."

5. "I have done pretty well—pretty well," answered Midas, in a discontented tone.

"What!" exclaimed the stranger; "then you are not satisfied. Tell me what you wish."

"It is only this," replied Midas: "I wish everything that I touch to be changed to gold."

6. "The Golden Touch!" exclaimed the stranger. "But are you quite sure that this will satisfy you?"

"How can it fail to do so?" said Midas.



"And will you never regret asking for it?"

"Never!" cried Midas. "Nothing more is needed to make me perfectly happy."

"Be it as you wish, then," replied the stranger, waving his hand. "To-morrow at sunrise you will find yourself gifted with the Golden Touch."

7. In the morning, when the first sunbeam shone through the window, it glittered in a curious way on the white covering of the bed. What was the delight of the king when he found that the linen had been changed to the purest gold! The Golden Touch had come to him with the first sunbeam.

8. Midas started up in joy, and ran about the room, grasping at everything. He seized one of the bed-posts, and it became a golden pillar. He pulled aside a window curtain, and the tassel grew heavy in his hand—a mass of gold. He took up a book, and turned over the leaves; at once it became a bundle of thin gold plates, in which the words of the book could no longer be read.

9. He put on his clothes, and found himself dressed in cloth of gold, which he felt to be somewhat heavy. He drew out his handkerchief, which little Marigold had hemmed for him. That also became gold, with his dear child's neat stitches running all along the border in gold thread. Somehow, this last change did not quite please King Midas.

10. In the garden he found a great number of beautiful roses in full bloom; but Midas knew a way to make them far more precious, according to his way of thinking. So he went from

bush to bush, touching each one as he passed, until every flower and bud was changed to gold. By the time this work was done, the morning air had given him an appetite for breakfast, so he went back to the palace.

Mí-das	maid'en	dis-con-tent'ed	lin'en	hemmed
daugh-ter	squeezed	per-fect-ly	cur'tain	ap-pe-tite
Mar-i-gold	treas-ure	cu-ri-ous	hand'ker-chief	break-fast

WORD EXERCISE :—

1. Make compound words beginning with a- (like aside) from the words shore, board, drift, and sleep, and give their meanings.
2. Write sentences containing the words cloth, clothe, clothes (noun), and clothier.
3. Write the present in -ing (like running) of hem, regret, put, meet, and change.

For NOTES, see page 197.

42. THE GOLDEN TOUCH.—II.

[See Frontispiece.]

1. King Midas sat at table waiting for little Marigold. She was crying bitterly as she came into the room, and sobbing as if her heart would break.

2. "How now, my little lady?" cried Midas. "Pray, what is the matter with you, this bright morning?"

Marigold held out her hand, with one of the roses which Midas had turned into gold.

"Beautiful!" cried her father. "And what

is there in this splendid golden rose to make you cry?"

3. "Ah, dear father, it is not beautiful. It is the ugliest flower that ever grew. As soon as I was dressed I ran into the garden to gather some roses for you. But, oh dear, dear me! all the beautiful roses are spoilt. They no longer smell sweetly, and they are all quite yellow."

"Pooh, my dear little girl, don't cry about it," said Midas. "Sit down and eat your breakfast."

4. Meanwhile he poured out a cup of coffee, and lifted it to his lips. He was astonished to find that the instant his lips touched the coffee it became molten gold, and the next moment it hardened into a lump.

5. He took a nice little trout on his plate, and carefully touched its tail with his finger. To his horror it was at once changed. Its little bones were now golden wires, and its fins and tail were thin plates of gold.

"I don't quite see," thought he to himself, "how I am to get any breakfast."

6. He now tried one of the smoking hot cakes, and then helped himself to a boiled egg. Alas! both were changed into hard yellow gold. Hoping that by being very quick he might manage to get something to eat, King

Midas next snatched a hot potato, and attempted to cram it into his mouth and swallow it in a hurry.

7. But the Golden Touch was too quick for him. He found his mouth full of hot metal, which so burned his tongue that he roared aloud, and jumping up from the table, began to dance and stamp about the room, both with pain and fright.

8. "Father, dear father!" cried little Marigold, "pray, what is the matter? What has happened to you? Have you burned your mouth?"

"Ah, my dear child," answered Midas sadly. "I don't know what is to become of your poor father!"

9. Wishing to comfort him, pretty Marigold jumped up from her chair, and, running to Midas, threw her arms around him. He kissed her. He felt that his little daughter's love was worth a thousand times more than what he had gained by the Golden Touch.

"My precious Marigold!" cried he.

10. But Marigold made no answer. The moment the lips of Midas touched her forehead a change had taken place. Her sweet, rosy face became of a glittering yellow colour, with yellow tear-drops on her cheeks. Little

Marigold was a human child no longer, but a golden statue.

11. Poor King Midas! He stood at first dumb with despair. Then he began to wring his hands, and cried, "Would that I were the poorest man in all the wide world, if only my dear child were restored to me!"

ug'-li-est
spoilt
cof-fee

as-ton'-ished
mōl'-ten
trout

hor'-ror
boiled
snatched

po-ta'-to
met'-al
hu'-man

dumb
wring
re-stored'

WORD EXERCISE :—

1. Make sentences containing the words comfort (noun and verb), discomfort, comfortable, and uncomfortable.
2. Write a list of words ending in -mb, with the b silent (like dumb).
3. Write a list of words beginning with wr-, with the w silent (like wring).

For NOTES, see page 198.

43. THE GOLDEN TOUCH.—III.

1. Suddenly, in the midst of his despair, he beheld the stranger standing near the door.

"Well, friend Midas," said he, "pray, how are you getting on with the Golden Touch?"

"I am very miserable," said he. "I have lost all that my heart really cared for."

2. "Ah! So you have learned something since yesterday?" observed the stranger. "Let

as see, then. Which of these two things do you think is really worth most—the Golden Touch, or one cup of clear cold water?”

“Oh, blessed water!” exclaimed Midas. “It will never cool my burning throat again!”

“The Golden Touch,” continued the stranger, “or a crust of bread?”

“A piece of bread,” answered Midas, “is worth all the gold on earth!”

3. “The Golden Touch,” asked the stranger, “or your own little Marigold—warm, soft, and loving as she was an hour ago?”

“Oh, my child, my dear child!” cried poor Midas, wringing his hands. “I would not have done anything to hurt her, not even for the power of changing this whole big earth into a solid lump of gold!”

4. “You are wiser than you were, King Midas,” said the stranger, looking calmly at him. “Your heart, I see, is not now entirely filled with the love of gold. Tell me, now, do you really wish to rid yourself of this Golden Touch?”

“It is hateful to me!” replied Midas.

5. “Go, then,” said the stranger, “and plunge into the river that flows past the bottom of your garden. Take also a jar of the same water, and sprinkle it over any object that you

wish to change back again from gold to its former state. If you do this, you may undo the mischief of which your greed has been the cause."

6. King Midas bowed low, and when he lifted his head the stranger was gone.

Midas lost no time in catching up a great earthen pitcher—no longer earthen after he touched it—and hastening to the river side. He plunged in at once, without even waiting to pull off his shoes.

7. Then he dipped his pitcher into the water, and he was glad to see it change from gold into the same good, plain, earthen vessel which it had been before. A cold, heavy weight seemed to be lifted from his heart. The love of gold had left him, and he was no longer a miser, but a man.

8. King Midas hastened back to his palace. The first thing he did, as you need hardly be told, was to sprinkle the water by handfuls over the golden figure of little Marigold.

No sooner did it fall on her than the rosy colour came back to her cheek again, and she began to sneeze and sputter. She was astonished to find that she was dripping wet, and that her father was throwing water over her!

9. "Pray, do not, dear father!" cried she.

"See how you have wet my nice frock, which I put on only this morning." For Marigold did not know that she had been a little golden statue.

10. Her father did not care to tell his dear child how foolish he had been; but he led her into the garden, and sprinkled the rest of the water over the rose-bushes, and gave the roses back their bloom.



11. When King Midas had grown quite an old man, he was fond of telling Marigold's children this very strange story. And he would stroke their glossy curls, and tell them that their hair had a rich shade of gold like that of their mother.

"And to tell you the truth, my precious little folks," King Midas often said, "ever since the time I have been speaking of, I have hated the very sight of all other gold, except this!"

mis'-er-a-ble	bless'-ed	plunge	pitch'-er	hand'-ful
re'-al-ly	calm'-ly	sprink'-le	häs'-ten-ing	fig'-ure
ob-served'	en-tire'-ly	earth'-en	mi'-ser	sneeze

WORD EXERCISE :—

1. Write a list of words with a silent l (like calm).
2. Make adjectives ending in -ish (like foolish) from the nouns child, boy, girl, and slave, and tell their meanings.
3. What is the meaning of -ish when added to adjectives, such as greenish, yellowish, etc.?

For NOTES, see page 128.

44. A HIGH MARK.

1. "What are you doing, Felix?"

"I am cutting my name up here, grandfather. I've almost finished."

As he spoke the boy dropped lightly down from the branch to which he had been clinging in order to carve his name high up on the old tree.

"It's my name and the date of to-day. I cut it because this is my birthday. and because you gave me this new pocket-knife."

2. "Are you always going to make a high mark as you go along?"



Felix did not quite know what his grandfather meant.

"Wherever you go, my boy, you are sure to leave a mark of some kind," continued he. "All through your school life you will do so. It will be written in the books of the school that a boy of your name was there, and left either a high or a low record.

3. "But you are making marks of another kind. Every action you do, good or bad, leaves

its mark on yourself, and helps to make you into a good or a bad man. Besides, boys very often do as they see others do, so your example is leaving marks on your companions also. And these are marks which will last far longer than the name and date on the bark of the tree."

4. "Will this last very long?" asked Felix, as he glanced up at the letters and figures he had carved.

"Come here," said his grandfather.

Felix followed him round to the other side of the tree. He looked closely at some marks on the bark to which his grandfather pointed.

5. "Why," he said, "that's your name, grandfather, and the date is eighteen hundred and forty-four. That's just fifty years ago."

"Yes," said grandfather. "I cut these when I was not much older than you are to-day."

"Fifty years!" said Felix, as he looked at those letters which had been cut such a very, very long time ago, as it seemed to him. "And will my name stay here for fifty years?"

6. "I suppose so, unless the tree is cut down. If you live for fifty years, you will still find it here. Your hair will be gray then"—grandfather laid his hand on the curly brown head—"and I shall be over there on the hillside," he

added, pointing to the little churchyard in the distance.

"But I shan't want to come here then, grandfather," said Felix, with tears very near to his eyes.

7. "Oh yes, you will. You will have other things to think about then. And I trust, Felix, that when you come here and see the letters you cut so long ago, you will be able to say, 'If grandfather could see me to-day, he would see that I have not forgotten what he said to me on my birthday so long ago.'"

8. Grandfather walked slowly across the meadow towards the house. Felix looked after him for a few moments, and then turned again to the tree.

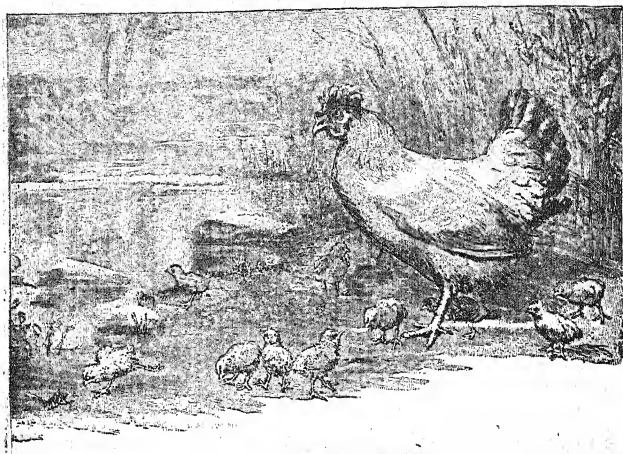
9. "Grandfather is right," he said to himself, "and I must never forget what he has said. If I do not try to make good high marks of the kind he spoke of, I shall be ashamed ever to come here and see my name on this old tree."

Felix	pock-et-knife	ac-tion	eight-teen	cur-ly
cling-ing	rec-ord	glanced	sup-pose'	a-shamed'

WORD EXERCISE:—

1. Add the termination -ever to where, when, how, what, who, and which (like wherever), and make sentences containing the compound words.
2. Make nouns ending in -tion (like action) from protect, subtract, describe, and attend, and tell their meanings.

For NOTES, see page 198.



45. CONTENTMENT.

1. Once on a time an old red hen
Went strutting round with pompous clucks
For she had little babies ten,
And some of them were tiny ducks.
"Tis very rare that hens," said she,
"Have baby ducks as well as chicks;
But I possess, as you can see,
These chickens four and ducklings six!"
2. A season later, this old hen
Was seen, still cackling of her luck,
For though she still had babies ten,
Not one of them was now a duck!
"Tis well," she murmured, brooding o'er
The little chicks of fleecy down;
"My babies now will stay ashore,
And so 'tis plain they will not drown!"

- 3 When spring next came, the old red hen
 Clucked just as proudly as of yore—
 But, lo! her babes were ducklings ten,
 Instead of chickens, as before.
- “’Tis better,” said the old red hen,
 Who fondly watched her waddling brood;
 “A little water now and then
 Will surely do my darlings good.”
4. But oh! alas, how very sad!
 When gentle spring rolled round again,
 The eggs came out so very bad,
 That childless was the old red hen!
 Yet patiently she bore her woe,
 And still she wore a cheerful air,
 And said, “’Tis best that things are so,
 For chickens are a dreadful care!”
5. I half suspect that many men,
 Some boys and girls, and women too,
 Might learn a lesson from this hen
 With plumage soft of russet hue.
 Whatever came, she ne’er complained,
 Took every gift as fortune sent it;
 From every change new pleasure gained—
 The secret this, she was *contented*.

con-tent'ment	duck'lings	a-shore'	pa-tient-ly	plum'age
strut'ting	cack'ling	yore	wore	rus-set
pom'pous	brood'ing	wad'dling	dread'ful	com-plained
clucks	fleeç'y	dar'lings	sus-pect'	se'cret

WORD EXERCISE :—

1. Make sentences containing **down** as noun, adverb, and preposition.

For NOTES, see page 198.

46. ADRIFT ON AN ICE-RAFT.

1. About twenty-five years ago two German steamers set out to try to reach the North Pole. In the far north, off the coast of Greenland, the ships lost sight of each other in a fog, and one of them was crushed by the ice. She began to leak terribly, and soon filled with water; but the crew had time to save the boats and all their clothes and provisions.

2. The captain then set his men to build a house on the ice-field. The walls of this hut were built of pieces of the steamer's coal held together by snow, the roof was made of sails and mats covered with snow, and slabs of coal formed the floor.

3. The little house was made very snug by a high bank of snow built all round to protect it from the cold wind. Into it were carried bread, meat, bacon, coffee, wood and coals, also stores of clothing, charts and books.

4. All efforts to keep the ship afloat failed; and she sank beneath the ice on the 22nd of October 1868. Everything now depended on the ice-raft. If it held together, the coast of Greenland might be reached in the spring; but there was great danger of its breaking up before it drifted near the shore.

5. At first the field of ice was several miles

in extent ; but storms soon broke it up so much that at last only a small piece was left round the hut. Then one stormy night the ice cracked under the hut and went to pieces, and the men had to take refuge in the boats.

6. A new hut was built on a smaller piece of ice out of the ruins of the old one ; but it was so small that only half the men could find shelter in it, the others had to live in the boats.

7. At one time the raft floated to within eight miles of the mainland of Greenland, and at another to within two miles of an island ; but the men could not make their way to land, on account of the great hills of ice all around them. . They drifted slowly south for hundreds of miles.

8. The men skated, walked, built snow men, and fished. At Christmas they made a tree of birch twigs, decorated with bits of wax tapers. In the spring they were visited by troops of small birds, snow-linnets and snow-buntings. The seamen threw them some oats, which they ate greedily. The birds were so tame that they allowed themselves to be caught by the hand.

9. A severe storm drove the explorers farther south, and broke up the ice-field. The men left their hut and took to the boats to make for the shore. Often they had to haul their boats on



to an ice-floe to pass the night or to wait for better weather. Once a storm kept them waiting on the ice for six days.

10. Then they set themselves to drag the boats over the ice towards the shore; but fresh snow fell, and they had to stop. They rested and waited for ten days. Then they again set to work, dragging their boats over the ice. At last they reached land, and moored the boats in a small bay. They found their way to a little village on the 13th June 1869, after

living for two hundred days on a floating ice-field.

a-drift'	pro-vi'sions	a-float'	birch	greed'i-ly
steam'ers	ba'con	Oc-to-ber	dec-o-rat-ed	se-vere'
ter-ri-bly	clōth'ing	ref-uge	ta'pers	ex-plōr'ers
clothes	eff-orts	Christ-mas	bunt'ings	ice-floe

WORD EXERCISE:—

1. Make sentences containing the words *floe* and *flow*, *leak* and *leek*, *haul* and *hall*.
2. Make adjectives ending in *-y* (like *stormy*) from *snow*, *ice*, *hill*, and *rock*, and give their meanings.
3. Make adverbs ending in *-ly* (like *terribly*) from *slow*, *quick*, *greedy*, and *gay*, and give sentences containing them.

For NOTES, see page 198.

47. BABY SEALS.

1. The other day I went to see a curious family. There were seven babies in it. None of them was more than two months old; and yet there was no mother to nurse them, no father, not even a big sister to take care of them.

2. When I went into their house, they were swimming about in deep salt water; but as these babies were young seals, there was nothing strange in that. A little hollow of the sea, a kind of small gulf or bay, had been shut in to form a home for them.

3. There was plenty of room for them to swim about, and at low tide they could climb up on

a rocky ledge, and bask in the sunshine or go to sleep ; for seals, as you know, can live both in water and on land. They must come up to the surface to breathe, but they keep their round black nostrils closed tightly when they dive under the water.

4. I sat for a long time upon the rocky ledge watching the little creatures. They were only about two feet long ; but young as they were, they could swim perfectly. They played and tumbled about merrily, throwing their flippers, or fore-paws, round each other, as children sometimes do with their arms when rolling on the grass.

5. If my seven little friends had not been so young, they would not have been caught in the net set for them. Their keeper told me that old seals are very wary. They keep away from the nets, and try to prevent their young ones from going near. He said he had known a mother-seal tear his net to tatters to get her baby out.

6. It was great fun looking at these water-babies. One of them seemed to be trying to show me how clever he was. He would come swiftly towards me, swimming under the water on his back ; but he always turned and rose gracefully to the surface as he drew near the

ledge. As he swam off he would look over his shoulder at me, as much as to say, "Didn't I do that well?"

7. Another crawled up the rock to my very feet, and looked at me with his large, gentle, beautiful eyes. He had little whiskers, like a cat's; and, indeed, he looked so like a nice pussy that I was going to pat him on the head, when the keeper cried, "Take care! take care! they bite like little tigers."

8. Some of them sat up straight in the water on their tails. At first sight they seemed to have three tails; but two of these were only their hind-limbs, which stretch out behind and serve as paddles to help them on, or rather as rudders to guide them when they are swimming.

9. One of them stood on his head on the rock under water, rubbing his nose with his flipper. But the drollest sight was to see one little fellow sit up in the water and scratch his ear, or rather the side of his head; for these seals had no ears that could be seen on the outside, although they could hear quite well.

10. They used their flippers to rub themselves with; and as these flippers are like little hands when not opened out for swimming, it looked exactly as if they were combing out their hair.

seals	breathe	fore-paws	grace-ful-ly	rud-ders
swim-ming	nos-trils	wa-ry	crawled	droll-est
ledge	flip-pers	tat-ters	pad-dies	comb-ing

WORD EXERCISE:—

1. Make sentences containing the words fore, four, and for.
2. Write the present in -ing (like swimming) of the verbs rub, sit, comb, dive, and rise.
3. Write sentences containing the words wary, aware, and beware.

For NOTES, see page 199.

48. THE BEAR AND THE BEES. ✓

1. Some bears, going out for a walk one day,
 Discovered in one of the trees
 A hive full of honey, which smelt very fine,
 So they stopped to make friends with the bees.
 The old bear bowed low and said, "Brum, Brum ;"
 And the lady-bee answered, "Hum, Hum, Hum."
2. "Madam Bee," said the bear to the fair little queen,
 "Yourself I am happy to meet!
 I hope you'll invite me to share in your feast,
 I'm exceedingly fond of what's sweet!"
 And he tried to smile with his "Brum, Brum, Brum ;"
 But the bees all frowned with their "Hum, Hum,
 Hum." ✓
3. Then the queen bee haughtily raised her head,
 As she sat on her leafy throne,
 And said, "Mr. Bear, as you very well know,
 We bees prefer dining alone!"

Then the bear looked cross, and grunted, "Brum.
Brum;"

But the bees all smiled, and applauded, "Hum,
Hum."

4. "Heigh-ho! Mrs. Bee," said the angry bear,

"You will please to bear this in mind,

There is nothing to hinder my taking it *all*,

Since you do not choose to be kind!"

And he stalked about with a loud "Brum, Brum;"

But the bees only laughed a low "Hum, Hum."

5. Then the bear began to climb up the tree;

But the queen, in her firmest tone,

Called out, "Mr. Bear, I must warn you now,

You had better let *us* alone—

We are all fully armed;" but the bear sneered, "Brum!"

And the bees all savagely buzzed, "Hum, Hum!"

6. The soldier-bees drew out their sharp keen knives;

While the little bees giggled with glee,

"Oh, what a sore nose you will have, Mr. Bear,

When you scramble down out of this tree!"

But the bear glared in rage while he growled, "Brum,
Brum,"

And the sturdy young bees piped a saucy "Hum,
Hum."

7. Nearer he crept to the coveted prize;

But that prize he was never to gain,

For the knives pierced his nose, and his ears, and
his eyes,

Till he howled with the smart and the pain:

Down he went to the ground with a sad "Brum, Brum,"
While the bees in their triumph sang, "Hum, Hum,
Hum!"

8. "Now then, Mr. Bear," said the sage little queen,
"If you would be healthy and wise,
You must learn not to think quite so much of your-
self,
And all others you must not despise!"
And the bear marched off with a sullen "Brum, Brum,"
While the busy bees buzzed with a pleasant "Hum,
Hum."

hon'ey	ex-ceed'ing-ly	sneered	stur'dy	pierced
bowed	haught'i-ly	buzzed	sauc'y	tri-umph
Mad'am	ap-plaud-ed	knives	cov-et-ed	de-spise'
queen	stalked	gig'gled	prize	sull'en

WORD EXERCISE:—

1. Make sentences containing bear (as noun and verb) and bare.
2. Write a list of words ending in -self and -selves (like yourself), and give sentences containing them.
3. Write sentences containing discover, discoverer, and discovery.

For NOTES, see page 199.

49. MICHAEL THE UPRIGHT.

1. More than two hundred years ago there lived in Holland a little boy named Michael. His parents wished to bring him up to some trade; but Michael's heart was set upon being a sailor, and nothing else would please him. So

he was allowed to have his way, and his father got a berth for him in a vessel about to sail for Morocco, on the north coast of Africa.

2. The ship belonged to a merchant who was in the habit of taking out bales of cloth to sell to the natives of that place. As he went himself in the ship, he was able to see what kind of a boy Michael was.

3. Not only was Michael quick at learning his duties, but he was a boy to be trusted. Whatever he had to do he did as well as he could, whether any one was looking at him or not. "This is just the boy I want," thought the merchant, and Michael was soon raised to a higher place.

4. One day the merchant fell sick, and he could not go with his vessel, which was laden ready to sail for Morocco. What could he do? He knew of only one person to whom he could trust his cargo, and that was Michael. So he sent for him, and told him that he must take charge of it.

5. Michael was young, and it was a difficult task he had to face; but it was his duty, and he did not flinch from it. The ship sailed with Michael in charge, and in due time he was arranging his cloth in the market-place at Morocco.

6. Now the city was ruled by a cruel tyrant called the Bey, who could do what he liked

without anybody daring to find fault with him. On this very morning he came into the market, and after seeing the various pieces of cloth which Michael had for sale, he fixed on one and asked the price. Michael told him. The Bey offered half the sum he named.



7. "Nay," said Michael, "I ask no more than it is worth. My master expects that price; and I am only his servant. I have no power to take less." The Bey's face grew dark with anger, and the bystanders trembled, for they

knew that if the lad opposed the wishes of the cruel governor, he would be put to death. "I will give you till to-morrow to think about it," cried the Bey, and he walked away.

8. Michael put back the cloth, and began calmly to wait on his other customers. Those around him begged him to give in to the Bey and save his life. But Michael replied, "My life is in God's hands. If my master loses one penny through me, I am not a faithful servant."

9. The morrow came. The Bey appeared as before; but, besides his other servants, the public executioner followed behind him. He again asked Michael the price of the cloth, and he got the same answer. "Take my life if you will," added the brave Michael, "but I shall die as an honest man, and a true servant of my master."

10. Everybody expected to hear the order, "Strike off his head;" and in a moment the executioner would have done it. But the order was not given. The face of the Bey suddenly changed.

11. "Thou art a noble fellow!" he cried. "Would that I had such a servant as thou art. Give me thy hand; thou shalt be my friend. I will make of the cloth a robe of honour in memory of thy faithfulness." And the Bey

threw a purse of gold upon the table, told his servants to take up the cloth, and went away.

12. The upright young man rose step by step till he became an admiral, and he fought the battles of his country as nobly as he sold his master's cloth. The name of Michael Ruyter is still honoured in his native land. And the chief reason why his countrymen love him so much is just this—that in the very face of death he dared to do what was right.

berth	lād'en	ty-rant	op-posed'	robe
Mor-oc-co	flinch	Bey	cus'tom-ers	ad-mi-ral
bales	ar-rāng-ing	trem-bled	ex-e-cu-tion-er	Ruy-ter

WORD EXERCISE :—

1. Write sentences containing the words *execute*, *execution*, and *executioner*.
2. Make nouns ending in *-ty* (like *duty*) from *cruel*, *honest*, *loyal*, and *royal*, and give sentences containing them.
3. Make nouns ending in *-or* (like *sailor*) from the verbs *act*, *visit*, *direct*, and *govern*, and give their meanings.

For NOTES, see page 199.

50. KILLING A RATTLESNAKE.

1. Snakes have no legs to walk with, no wings to fly with, not even fins to swim with. The only bones in their bodies are the backbone and the ribs. Their backbone has so many joints that they can turn and twist in all direc-

tions; but it is chiefly by means of their ribs that they creep.

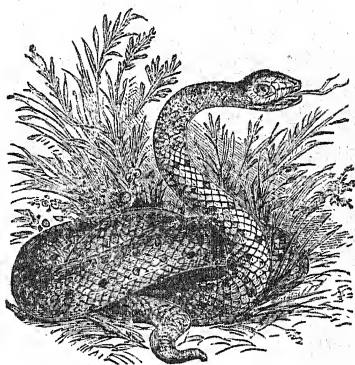
2. Other animals have ribs, and when they breathe, their ribs move backwards and forwards a little. The snake can move his ribs almost as freely as if they were little legs inside his skin.

3. The skin on the under side of his body is covered with hard scales. The edges of these scales slope backwards, so that they slide easily over the ground when he moves his ribs forwards.

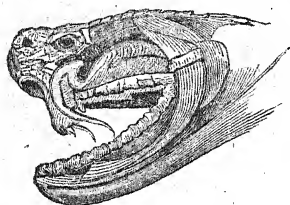
When he moves his ribs backwards, however, the edges of these scales catch hold of the ground, and push or pull his body forward as if they were little feet.

4. There are many different kinds of snakes,

most of which live in hot countries. Some of them have a poisonous sting. In pictures of serpents you often see a two-pronged thing, like a little fork, darting out of the open mouth. Many people think that this is the sting of the serpent. But the forked part is only its tongue, and is quite harmless.



5. The real weapons of the serpent are two long teeth, called fangs, in the upper jaw.



Each of them is hollow, and has a little bag of poison above it. When the serpent bites an animal, the fang strikes deep into its flesh, while

the poison flows down the hollow part into the wound.

6. One of the most dangerous of poisonous serpents is the rattlesnake. It gets its name from the rattling sound made by its tail when it moves. A gentleman, called Winthrop, who travelled by canoe and saddle across North America, tells a story of how a rattlesnake was killed in a curious way.

7. He was at the time riding among the Rocky Mountains with two Indian guides. Suddenly Mr. Winthrop's horse started back from a rattlesnake which lay coiled in the track. The snake glided away into a thick bush. There it stopped and turned to defend itself, with its fangs ready to strike. All the while its tail made a harsh rattling sound, showing that it was in a great rage.

8. In the bush the snake could not easily be reached with a stick, and Mr. Winthrop

was about to shoot it, when one of the Indians said that he would show him how to kill the snake. The man took his pipe from the deer-skin pouch at his side, removed the stem from the bowl, and passed a stiff stalk of grass through the stem, so that some of the tobacco juice stuck to the point.

9. He crept slowly up to the bush and held the juice-covered end of the straw near the rattlesnake's nose. At once the snake became quiet—watchful, but no longer angry. It seemed to like the smell, and rattled no more. Its tongue moved gently out and in, and when the point of the straw at last touched its nose it was lulled as if to sleep.

10. Then the Indian slowly drew away the straw, and the snake followed it, swaying from side to side. It crept slowly out upon the path, and when the Indian touched its nose with the oily stalk its rattle gave a gentle burr, as if to say, "How nice! This is charming!"

11. At last the other Indian quietly came near. He suddenly drew his keen hunting-knife, and cut off the snake's head at a blow. Long and loud laughed the Indians at their clever trick; and they carried off the body for their supper, seeming to look upon it as a rare tit-bit.

rat-tle-snake	poi-son-ous	Win'throp	coiled	bowl
joints	ser-pents	ca-noe'	harsh	to-bac-co
di-rec-tions	pronged	sad-dle	deer-skin	lulled
scales	weap-ons	A-mer-i-ca	pouch	burr

WORD EXERCISE :—

1. Make adjectives ending in -ous (like poisonous) from danger, peril, hazard, and marvel, and give their meanings.
2. Write sentences containing the words defend, defender, defence, and defenceless.
3. Make sentences containing hollow as noun, verb, and adjective.

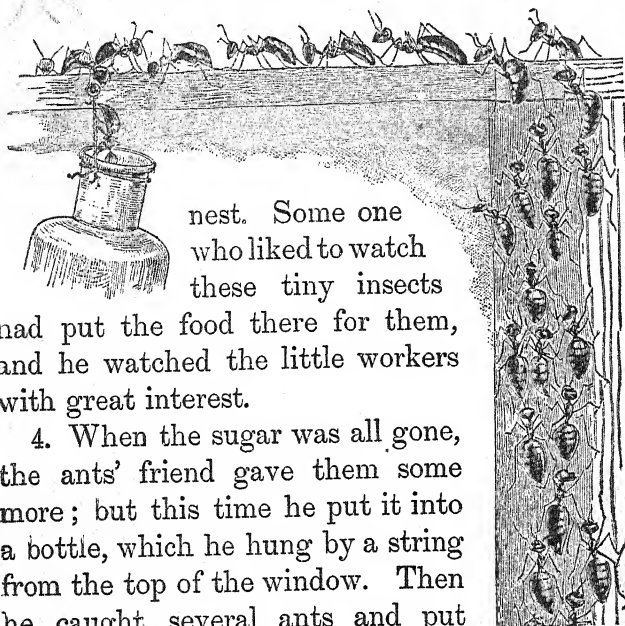
For NOTES, see page 199.

51. HELP ONE ANOTHER.

1. Every one knows what busy little folks the ants are. Did you ever watch an ants' nest when it had just been disturbed? The little creatures run about so fast that all the earth seems alive with them; and you wonder what they can possibly be doing.

2. But I daresay if London were disturbed by an earthquake as we disturb the ants' nest, and if you could watch the people from a balloon, you would see them running about in as much disorder. An ants' nest often has quite as many inhabitants as London.

3. One day a party of little black ants found some grains of sugar lying on a window-sill. They soon brought their friends, and all of them set to work to carry the sugar off to their



nest. Some one who liked to watch these tiny insects had put the food there for them, and he watched the little workers with great interest.

4. When the sugar was all gone, the ants' friend gave them some more; but this time he put it into a bottle, which he hung by a string from the top of the window. Then he caught several ants and put them inside the bottle.

5. Each of them picked up a grain of sugar, and then found its way out of the bottle, and up the string, and down the window-frame to the nest. There they told their friends of the new store of sugar, and soon there was a long stream of ants going to and fro as before.

6. Next day their friend was surprised to find no more ants running down the string to the bottle, though there was quite a crowd of workers on the sill.

7. This was the secret. Inside the bottle some sturdy little fellows were very busy picking up the grains of sugar, and dropping them down to their friends on the sill. Ants can see only a very short distance, so these little toilers were sending the precious grains far out of their sight.

8. But they had found out that this was the way to help the others, and to get the sugar carried home quickly, and so they stayed up there in the bottle, working hard, and throwing the food down out of sight. They were quite sure their friends would find it and take care of it.

9. Patient little ants! Couldn't we copy them sometimes? We are not always contented to work where we are never seen, as the ants did in the bottle, helping other people. Yet perhaps the work would get on much better than when we are running to and fro and making a great fuss about it.

dare'say
earth-quake

bal-loon'
in-hab'i-tants

grains
bot-tle

win-dow-frame
toil-ers

WORD EXERCISE :—

1. Write sentences containing the words inhabit, inhabitant, and habitation.
2. Make nouns ending in -ce (like patience) from distant, abundant, prudent, and obedient.
3. Make nouns beginning with dis- (like disorder) from pleasure, comfort, obedience, and like, and tell their meanings.

For NOTES, see page 199.

52. THE LADY-BIRD AND THE ANT.

1. The lady-bird sat in the rose's heart,
And smiled with pride
and scorn,
As she saw a plainly-dressed
ant go by
With a heavy grain of
corn.



So she drew the curtains of damask round,
And adjusted her silken vest,
Making her mirror a drop of dew
That lay in the rose's breast.

2. Then she laughed so loud that the ant looked up,
And, seeing her haughty
face,
Took no more notice, but
travelled on
At the same industrious
pace.



- But a sudden blast of autumn came,
And rudely swept the ground,
And down the rose with the lady-bird went,
And scattered its leaves around.
3. Then the houseless lady was much amazed,
For she knew not where to go,
And hoarse November's early blast
Had brought with it rain and snow;



Her wings were chilled and her feet were cold,
And she wished for the ant's warm cell,—
And what she did in the wintry storm
I am sure I cannot tell.

LADY-BIRD.

4. Lady-bird! lady-bird! fly away home—
The field-mouse has gone to her nest,
The daisies have shut up their sweet sleepy eyes,
And the bees and the birds are at rest.
5. Lady-bird! lady-bird! fly away home—
The glow-worm is lighting her lamp;
The dew's falling fast, and your fine speckled wings
Will be wet with the close-clinging damp.
6. Lady-bird! lady-bird! fly away home—
The fairy bells tinkle afar;
Make haste, or they'll catch you, and harness you
fast
With a cobweb to Oberon's car.

scorn	silk'en	a-mazed'	chilled	har'ness
dam'ask	mir'ror	hoarse	speck'led	cob'web
ad-just-ed	rude'ly	No-vem'ber	tin'kle	Ob'er-on

WORD EXERCISE :—

1. Give a list of adjectives made by adding -en or -n to nouns (like silken).
2. Write sentences containing rose, rose's, roses, and roses'.
3. Make sentences containing fast as noun, verb, adjective, and adverb.

For NOTES, see page 200.

53. A BONE THAT NEEDED BREAKING.

1. "Fred, I think I left my spectacles upstairs," said grandpapa.

"Oh dear," began Fred, who always disliked going up and down stairs, unless he wanted something for himself and could not get any one to fetch it for him. But before he finished his sentence, little Lillie had laid her work on the sofa, and, saying, "I'll get them, grandpapa," she was on her way upstairs.

2. "Fred, you forgot to put your tools away," said mamma a little later.

"Oh dear! it's such a bother to put everything away," fretted Fred. "Can't I leave them where they are till to-morrow, for I shall want them again?"

"No; I want them put away at once," said

mamma, in so firm a tone that Fred knew he must obey.

3. "Oh dear! I never can learn this long lesson," he grumbled that evening when he sat down to prepare his lesson for the next day. "It's such a lot of work to do."

Dr. Morton had dropped in for a chat with Fred's father, and he looked up as he heard the boy's impatient remark.

4. "What do you think I have been doing to-day, Fred?"

"I don't know," said Fred.

"Breaking a little girl's arm."

"Don't you mean mending it, doctor?" asked Fred, thinking the doctor had made a mistake.

5. "No; I broke it," answered the doctor. "Some time ago this little girl broke her arm, and it was very badly set, and has been so stiff ever since that she could not use it."

6. "She makes lace very cleverly, and the money she has earned has been a great help to the family; but since her arm was hurt she has not been able to work at all. We decided to-day that the only way to help the child would be to break her arm again and reset it."

7. "I think I would rather never be able to work at all than have that done to me," exclaimed Fred.

"Why, that's a pity," remarked the doctor, "for I think you have a bone which must be broken very soon if you are to become an active man. I have been intending to mention it to you for some time."

8. Fred turned pale. He was not at all fond of bearing pain.

"Where is the bone?" he asked in a frightened tone. "Will you have to break it?"

"No; I can't very well break it for you," answered the doctor. "You can break it yourself better than any one can do it for you. It is called *the lazy bone*."

9. "Oh, is that what you mean?" asked Fred, smiling at the doctor's words.

"Yes, my boy, that is the bone I mean, and it is a bone you ought to break very soon if you are ever to be of any use in the world. It will take a pretty strong pull to break it, for it is one of the toughest bones I know anything about; but you can break it if you make the effort, and the sooner you set about it, the easier it will be. Will you try at once?"

10. "Yes, doctor, I will," promised Fred manfully, while his face flushed with shame at the thought that he had already earned the character of a lazy boy.

spec'ta-cles	grum'bled	re-mark'	de-cid'ed	ea'si-er
sen-tence	pre-pare'	lace	men'tion	man'ful-ly
Lil'lie	im-pa'tient	earned	tough'est	char'ac-ter

WORD EXERCISE :—

1. Make adjectives beginning with im- (like impatient) from possible, perfect, prudent, and pure, and give their meanings.
2. Make verbs beginning with mis- (like mistake) from spell, guide, lead, and behave, and give their meanings.
3. Make verbs beginning with re- (like reset) from build, call, pay, and print, and give their meanings.

For NOTES, see page 200.

54. USEFUL GRASSES.—I.

1. There is no plant more common than grass, and there is none more useful. It has a beauty of its own, too; and though it has no gay flowers, as many other plants have, we never tire of looking at the smooth green carpet which it spreads over our fields and hill-sides.

2. If you were asked its use, you would likely answer that it feeds our sheep and cattle; and as their flesh forms part of our food, you might say that we get some of our food from the grass in this roundabout way.

3. We could live without beef or mutton. Indeed many people prefer to do so, while many others are so poor that they cannot afford to buy meat. But there is one thing we could not do

without, and that is bread. We call it the "staff of life," because it is necessary to support life.

4. Now let us see where this part of our food comes from. Bread is made of flour, flour is made from wheat, wheat is the seed of a plant that grows in the fields, and that plant is really a big kind of grass. So you might say that man is one of the grass-eating animals, might you not?

5. Cattle eat the leaves of grass while it is green and juicy, or they eat hay, which is just the long stems and leaves of grass cut down and dried in the sun. Birds eat the ripe seeds, for the seed contains a great deal of nourishment in very small bulk; and we follow the example of the birds.

6. But we do not merely gather the seeds of grass where it happens to grow wild. All over the world for many thousands of years men have sown certain kinds of grass which bear large seeds, and by cultivating them we get larger and better seeds.

7. These grasses are sometimes called grain plants, and sometimes cereals. In this country there are three grain plants in common use—wheat, barley, and oats. There is a smaller kind, called rye-grass, which is used for making hay, or for pasture.

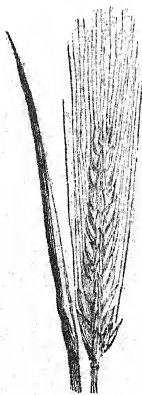
8. Wheat is the largest of these grains. When ripe, it has a long square-shaped head with four rows of seeds. It requires a good soil, and does not grow well in hilly parts of the country.

9. Barley has a more slender stem than wheat, and, when it is ripe, its head bends down in a very pretty curve.

The common kind of barley has a long, flat-shaped head with two rows of seeds, and these seeds have each a long spike or beard. For this reason we sometimes speak of it as "bearded barley."

10. It is a much more hardy plant than wheat, and it requires neither so rich a soil nor so warm a climate. It is much grown in Scotland and the northern countries of Europe.

11. Oats is also a hardy grain, much grown



in Scotland. The head of oats is quite unlike that of wheat or barley. The seeds do not lie close to the stem, but hang down from it by slender, tough little stalks. It is a beautiful sight to see a field of ripe yellow oats waving in the wind.

12. When these grain-plants are ripe, the seeds become round and hard, and the whole plant changes from green to a golden yellow. They are then cut down by scythes or by reaping-machines, and tied into bundles called sheaves. The sheaves are set up to dry in the sun, and then carted home to the farm and built in large stacks.

13. The seeds are taken off by a threshing-machine or mill, and carried to the flour-mill to be ground into flour or meal. The thin scales which cover the seeds are called chaff, and the long stems are called straw. Straw makes a soft bed for horses and cattle to lie on, and the finer kinds are also used for their food.

cat'tle	wheat	ce're-als	pas'ture	scythes
mut-ton	nour-ish-ment	bar'ley	beard	ma-chines'
flour	cul'ti-vāt-ing	rye-grass	Eu-rope	thresh-ing

WORD EXERCISE:—

1. Write the singular of sheaves, wolves, calves, and shelves, and the plural of chief, grief, roof, and gulf.
2. Make sentences containing stalk and stack, talk and tack, stem and steam.
3. Write the past in -ed (like dried) of cry, supply, dye, and die.

For NOTES, see page 200.

55. USEFUL GRASSES.—II.

1. Rice is a grain-plant which grows in warm countries such as India and China. Many of the people in India live on rice. They do not use beef or mutton, as they think it wrong to kill animals for food.

2. The head of the rice-plant is a little like oats, only the seeds are closer together. The fields where it is grown must be covered with water at certain times of the year. This makes work in the rice-fields very unhealthy.



3. A good deal of rice is used in this country for various purposes, either in whole grains or ground into flour. It is brought chiefly from India and the eastern parts of Asia.

4. Millet is another grain which is much used in India, even more than rice. We sometimes use it for feeding birds in cages. It is

not a large plant, but its head carries a very great number of seeds. When ground and mixed with wheat flour, it forms a very good kind of bread.

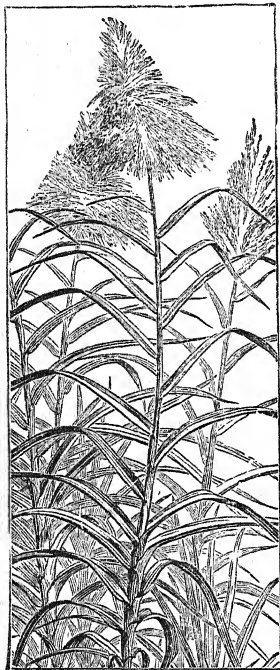
5. Maize or Indian corn is the largest of all the grasses which are grown for the sake of their seeds. It was formerly called Turkish wheat, because it was much used by the people of Turkey. But America is the country where it is most cultivated. It was used by the natives or American Indians, and so we now call it Indian corn.

6. Maize often grows to the height of twelve feet or more, and the heads or *cobs* are sometimes nearly a foot long and two or three inches thick. It is planted in rows or in "hills," far enough apart to allow the farmer to pass between them and hoe the ground to keep it clear of weeds.

7. Maize is used for food in many different ways. Sometimes the heads are cooked and eaten while green. When it is ripe, the seeds



are ground down into meal or flour, and made into various kinds of cakes and puddings. In this country we use it chiefly in the form of corn-flour.



8. American boys and girls are fond of "pop-corn." To make this, the grains of maize are put into a little wire basket and heated over a fire until they "pop" or burst their husk, showing the white floury kernel.

9. There is a still larger grass than maize, which we all find very useful in food, though we do not use its seeds. That is the well-known sugar-cane, from whose sweet juice we get most of our sugar. Most grasses have hollow stems, but the stem of the sugar-cane is filled with a soft pulp, from which a sweet juice is squeezed out.

10. But we have still to speak of the tallest of all the grasses—a grass so tall that it might

almost be called a tree. It is not used for food, but it is a very useful plant in many ways. It is called the bamboo.

11. You have seen bamboo canes or walking-sticks, and you may know how hard and strong, and yet how light they are. These sticks are made from small bamboo plants. The bamboo sometimes grows to be eighty or a hundred feet high, and more than a foot thick.

12. Its hard, hollow stem is used for hundreds of purposes in the countries where it grows, such as building houses and bridges, making water-pipes, pitchers and dishes, masts for boats, spears, and almost every sort of thing which we would make of wood or even of iron in this country.



13. There are other grasses which might be mentioned, but these are the best-known kinds. Do you not see from what has been said that grasses are our most useful plants? We use

many fruits and vegetables as well; but with these cereals, and with the help of the sugar-cane, we could live very well. Indeed we might say that these grasses supply us with all the food we need, and that everything else is more or less a luxury.

Chi'na
un-health'y

A'si-a
mit'let

maize
Turk'ish

ker'nel
bam-boo'

veg'e-ta-bles
lux'u-ry

WORD EXERCISE :—

1. Write sentences containing the verbs grown, ground, eaten, and made in the present (like grows).
2. Make sentences containing flower, flour, flowery, and floury.
3. Write a list of compound words ending in -thing (like everything).

For NOTES, see page 200.

56. GIVING.

1. Lady rose, lady rose,



In your fragrant furbelows,
You give the wind sweet messages
Whichever way it blows;
You send them to the stranger,
You send them to your friend,
From out your store of treasure
Sweet gifts to all you send.

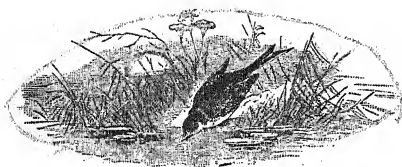
2. Little bird, little bird,

As you sing upon your bough.



A hundred hearts are happier
 That you are singing now.
 If the sun is shining brightly,
 Or is hiding in a cloud,
 You give the world your sweetest
 songs,
 And sing them brave and loud.

3. Merry brook, merry brook,
 Gaily dance upon your way;
 How could a thirsty birdling trill
 Its songs so sweet and gay,—



How could the rose have heart to bloom
 Were you not here to-day?
 Oh, blessings on you, merry brook,
 As you dance along your way!

4. Precious girls, precious boys,
 Know you not that you possess
 More than rose, or bird, or brook—
 Gifts of cheer and loveliness?
 Thoughts and words and deeds of love
 Be you always freely giving,
 And the world and all who know you
 Will be richer for your living.

fra'grant	mess'a-ges	gai'ly	trill	love'li-ness
fur'be-lows	hap'pi-er	bird'ling	bless'ings	deeds

WORD EXERCISE :—

1. Write sentences containing treasure (as noun and verb), treasury, and treasurer.
2. Write the present in -ing (like shining) of the verbs hide, dance, die, and tie.
3. Give the verbs from which the nouns thought, deed, gift, and song are obtained.

For NOTES, see page 200.

57. THE HOUSE I LIVE IN.

M.C. 1. What a wonderful thing our body is ! It is far more skilfully formed than any machine that man ever made.



How many things the hand can do, for example ! It can hold a pen or pencil, or a ball or a cricket bat. It can pull a rope or thread a needle, or do hundreds of other things for me.

Y.S. 2. Look at the blacksmith, how easily he wields his heavy hammer, and how firmly his hand grasps the handle.

This shows how strong the hand is, and how well it can do heavy work for us.

3. Look at the blind man, how cleverly his hand moves about among the things he is working with. His fingers are his eyes, and by gently touching anything he knows all about it almost as well as if he were looking at it. His books are printed in raised letters, and by feeling these letters he reads with his fingers almost as well as you can do with your eyes.

4. This wonderful body of mine is the house in which I live. It is not *me*, it is only my house. This house has five gates, through which messages from the outside world can get in to me. There is Eye Gate, and Ear Gate, and Nose Gate, and Taste Gate, and Touch Gate. All my knowledge of the things around me has come in through these five gates.

5. This house of mine has, in its lower story, a kitchen called the stomach, where the food is cooked (or "digested," as we call it) and prepared for being mixed with the blood. In the story above, there is a great pump, the heart, which sends the blood through the house, to keep it warm and in good repair.

6. Then in the top story, or the head, is the room where *I*, the master or mistress of the house, live. It is my part to keep everything right in my house, and to see that nothing goes out of order.

7. The wise master or mistress of a house will take care of it. When people are young, they do not know how to do this, and they are not fit to have a house of their own. But they learn many things about it at school and at home. A boy learns to work for his house when he is a man, and a girl learns to keep a house in order.

8. It is exactly the same with the body—the house in which each of us dwells. We must learn all we can about this house, and what we should do to keep it right. We must learn how to keep the body in good health; we must find out what is bad for it and what is good, that we may keep from the one and seek the other.

9. By heeding these lessons, we may hope to grow up into strong and healthy men and women. Good health will cheer us, and make all our work easy and pleasant. Let us learn, then, some of the lessons which are needed in order to keep ourselves in good health.

skill-ful-ly
pen-cil

wields
han-dle

knowl-edge
stom-ach

di-gest-ed
re-pair'

mis-tress
heed-ing

WORD EXERCISE :—

1. Write the singular of ourselves, yourselves, and themselves.
2. Write a list of nouns ending in -smith (like black-smith).
3. Write the past of the verbs holds, dwells, reads, has, and gives (like held).

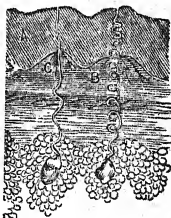
For NOTES, see page 200.

58. KEEP THE BODY CLEAN.

1. The first lesson on health that I have to learn is this—*I must keep my body clean.* At school a boy will sometimes be seen with dirty hands or a dirty face. This should never be. It is a disgrace to the boy, and a disgrace to his school.

2. We should never be seen with dirty hands, dirty nails, or a dirty face. All should be kept clean and tidy. But that is not enough. The parts of the body that are covered with clothes also need to be washed.

3. Most of the dirt that gathers on the body comes not from the outside but from the inside of the body. The skin is full of little pores. These are the mouths of short pipes, which run from the flesh out through the skin. You can see them in this picture, which shows a little bit of the skin, cut through from the inside to the outside, and very much enlarged. These pores are like tiny windows in the walls of our house, the body.



4. When we open a window, it lets in fresh air and lets out foul air. This is just what the pores do. They breathe in fresh air like

little lungs, and they allow bad air and moisture to get out. If the skin is not kept clean by frequent washing, the little pores become filled up, and cannot do their work. In this way the health is injured.

5. In a warm summer day we perspire more freely than in a cold day. We also perspire freely when we run a race or play at football or at cricket. When we cool down, some of the perspiration dries on the skin, and there it remains till it is washed away.

6. If the skin is kept clean, the pores do their work day and night. They are outlets for what would be hurtful to the body. But nothing can pass through them if they are choked up with dirt. So we must keep the skin clean, or the health is sure to suffer.

M. C. 7. Once upon a time a king was coming to visit a certain town, and the people went out to meet him, dressed in many kinds of gay and curious dresses, so as to amuse their great visitor. They took a little boy and covered his skin all over with thin leaves of gold, so that he might look like a golden boy.

8. No doubt he looked very pretty, but he turned ill and died before the gilding could be removed. All the pores of his skin were closed up by the gold, and it soon caused his death.

9. Water is useful for a great many purposes. It is good to drink, and it is good to wash with. Soap is also cheap and plentiful. Water and soap are all that is needed to keep the skin clean and ready for its work, and every one can get as much of these things as he requires.

10. In Holland there is a village which is said to be the cleanest in the world. The houses inside and outside, the streets and everything about the place, are kept in a state of spotless cleanliness.

11. Women, wearing clumsy wooden shoes may be seen scrubbing the outsides of their houses and squirting water on the windows to keep them clean. We should be like these Dutch people, in keeping that wonderful house the body clean. It is only by frequent washing of the whole body that we can keep in good health.

ti'dy	foul	per-spire'	gild'ing	wear'ing
pores	moist-ure	choked	plen'ti-ful	scrub'bing
en-larged'	fre'quent	vis'it-or	clēan'li-ness	squirt'ing

WORD EXERCISE :—

1. Make nouns ending in -ness (like cleanliness) from the adjectives happy, tidy, full, and hurtful.
2. Make nouns ending in -ation (like perspiration) from the verbs admire, invite, examine, and visit.
3. Write sentences containing disgrace and washing as nouns and as verbs.

For NOTES, see page 201.

59. FRESH AIR.

1. The second health lesson I have to learn is this—*I must breathe fresh air.* If a man cannot get air to breathe, he will die in a few seconds. But that is not all: if the air he breathes is not pure air, it is of no use, and it will soon poison him.

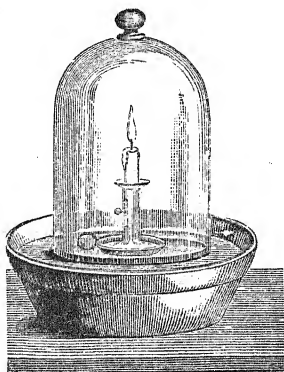
2. Why do we need to breathe at all? Because the air contains a gas called oxygen, and a constant supply of this gas must be taken into the blood, or else we cannot remain in good health. When we breathe, the air passes through the nostrils or the mouth, down into the lungs, and there it meets with the blood, which also flows through the lungs.

3. When passing through the lungs the blood runs through very small thin tubes, so thin that the oxygen of the air passes freely through them to the blood; but they are strong enough to keep the blood in its proper place. And as the oxygen gas passes inwards to the blood, another gas, which has to be got rid of, passes outwards from the blood, and is breathed out into the air.

4. Thus the air we breathe out is different from the air we breathe in. It has lost the gas which is necessary for our life and health, and it contains a gas which is hurtful to us. To breathe

this air over again would be useless, as it contains too little oxygen, and would also be hurtful, as it contains a gas which has already been thrown off by the body.

5. If I live in a room that does not get fresh air, the air in it will soon become close and bad, because every time I breathe I take some of the oxygen out of it. If a lighted candle is put



under a glass bell so that no air can get in, it soon burns up all the oxygen, and then it goes out.

6. If a small animal, such as a bird or a rabbit, is put under a similar bell, it uses up all the oxygen, and the rest of the air is of no use to it. In a few minutes it becomes faint; it is unable to stand up, and unless it gets fresh air, it will soon die.

7. Once, in a storm, the captain of a ship

made all the passengers go down below. There they were crowded into a small cabin, with only one small window, or port-hole, to let in fresh air. All night long the ship plunged deep into the waves, and the port-hole had to be firmly closed, so that no air could get in.

8. The passengers struggled and cried for help, but in the storm their cries were not heard on deck, where the captain and his men were battling with the storm. In the morning the storm was past, but when the cabin was opened two of the passengers were found dead. The bad air had poisoned them.

9. You may also have heard the story of the Black Hole of Calcutta, where one hundred and forty-six English prisoners were shut up in a small cell. They could not get enough air to breathe, and in the morning a hundred and twenty-three of them were found dead.

con-tains'

gas

ox-y-gen

nos'-trils

can'-dle

rab-bit

sim-i-lar

pass'-en-gers

crowd'-ed

cab'in

strug'-gled

firm-ly

bat-tling

Cal-cut-ta

En-glish

WORD EXERCISE :—

1. Write sentences containing cell and sell, past and passed, hole and whole.
2. Write un- before the adjectives well, healthy, able, and faithful, and give the meanings of the compound words.
3. Make sentences containing the words poison (noun), poisoned, and poisonous.

For NOTES, see page 201.

60. EXERCISE.

1. The third health lesson I have to learn is this—I *must take plenty of exercise*. To make the body strong we must use it. The parts that are most used become the strongest, and those we use least will be the weakest.

2. The arms of the blacksmith are very strong because he uses them so much. Ours are weaker than his because we use them so much less. The man who works at healthful labour becomes strong, while the idle man becomes weak.

3. The boy who works and plays in the open air grows strong and healthy, but the boy who sits indoors and does not take exercise grows up to be a weak and unhealthy man. It is best to take our exercise in the open air and the sunlight.

4. Games, like football and cricket, are good for boys. There are also plenty of pleasant outdoor games for girls. When no game can be played, a brisk walk in the open air is quite as good. Brisk walking is one of the easiest and best of exercises, both for boys and for girls.

5. But there are some things we should avoid when taking exercise. We should not work or play too long without resting. We should not

try to do things that are beyond our strength. When exercise is too violent, it does harm rather than good.

6. A king, who was feeble and ill because of idleness, asked medicine from his doctor. The doctor was wiser than the king, and knew that it was not medicine but healthful exercise that he needed.

7. He might have told him that it was his own laziness which had injured his health. But he knew very well that the king would not believe this, and he was very much afraid of making him angry.

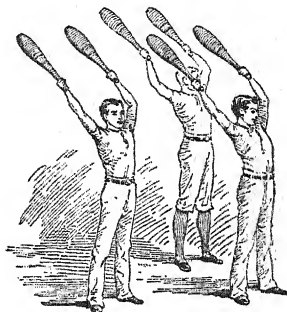
8. The doctor therefore brought the king two heavy clubs of a strange kind of wood, and told him that these clubs held the medicine for his cure.

9. The doctor told him that he must grasp them by the handles and swing them about till his hands became moist from the exercise, and this moisture would make the medicine act. He obeyed the faithful doctor, and each day he might be seen in the open air at certain hours, working manfully with his magic clubs.

10. His muscles grew strong, his health improved, and he greatly praised the medicine of his clubs and the wisdom of his good doctor. The king never learned from his faithful servant

that the clubs were nothing but wood, and that the secret of their wonderful cure was found not in the clubs but in his own healthful exercise with them.

11. Clubs of this sort are often used by boys and young men, and girls also, to make their hands and arms strong. We call them Indian clubs. Dumb-bells, made of



wood or of iron, are also used for the same purpose. In many of our schools, the children get drill with dumb-bells or Indian clubs, to help in making their bodies healthy and strong.

ex'er-cise
weak'est

health'ful
ea'si-est

a-void'
fee'ble

i'dle-ness
be-lieve'

mus'cles
im-prôved'

WORD EXERCISE :—

1. Write the superlative form, in -est (like strongest), of the adjectives healthy, feeble, gay, and mad.
2. Write sentences containing walking as noun, verb, and adjective.
3. Write sentences containing quite, quiet, and quit.

For NOTES, see page 201.

POETRY FOR RECITATION.

HANG UP THE BABY'S STOCKING.

1. Hang up the baby's stocking;
Be sure you don't forget.
The dear little dimpled darling!
She ne'er saw Christmas yet;
But I've told her all about it,
And she opened her big blue eyes,
And I'm sure she understands it,
She looked so funny and wise.
2. Dear! what a tiny stocking!
It doesn't take much to hold
Such little pink toes as baby's,
And keep them from frost and cold.
But then for the baby's Christmas
It never will do at all;
Why, Santa Claus wouldn't be looking
For anything half so small!
3. I know what we'll do for the baby—
I've thought of the very best plan—
I'll borrow a stocking of grandma's,
The longest that ever I can;
And you'll hang it by mine, dear mother,
Up here in the corner, so,

And write a letter to Santa,
And fasten it on to the toe.

4. Write, "This is the baby's stocking
That hangs in the corner here;
You never have seen her, Santa,
For she only came this year;
But she's just the dearest baby—
And now, before you go,
You must cram her stocking with presents,
From the top right down to the toe.
-

THE BOY FOR ME.

1. His cap is old,
But his hair is gold,
And his face is as clear as the sky;
And whoever he meets,
In lanes or in streets,
He looks him straight in the eye.

2. With a manly pride,
Having nothing to hide,
He bows with an air polite,
As the knight so bold
In the days of old,
And his smile is swift as light.

3. Does his mother call?
No kite or ball,
Nor the merriest game, can stay

His eager feet
As he hastes to meet
Whatever she has to say.

4. And the teachers depend
On this little friend ;
At school in his place at nine,
With his lessons learned
And his good marks earned,
All ready to toe the line.

5. I wonder if you
Have seen him, too,
This boy who is not too tall
For a morning kiss
From mother and sis,
Yet the manliest boy of all.

6. Gentle and strong,
And the whole day long
As merry as boy can be ;
A gentleman, dears,
In the coming years,
And at present THE BOY FOR ME.

LUCY GRAY.

1. Oft I had heard of Lucy Gray ;
And, when I crossed the wild,
I chanced to see, at break of day,
The solitary child.

2. No mate, no comrade Lucy knew;
She dwelt on a wide moor,—
The sweetest thing that ever grew
Beside a human door!
3. You yet may spy the fawn at play,
The hare upon the green;
But the sweet face of Lucy Gray
Will never more be seen.
4. "To-night will be a stormy night—
You to the town must go;
And take a lantern, child, to light
Your mother through the snow."—
5. "That, father, will I gladly do!
'Tis scarcely afternoon—
The minster clock has just struck two,
And yonder is the moon!"
6. At this the father raised his hook,
And snapped a fagot-band;
He plied his work;—and Lucy took
The lantern in her hand.
7. Not blither is the mountain roe:
With many a wanton stroke
Her feet disperse the powdery snow,
That rises up like smoke.
8. The storm came on before its time:
She wandered up and down;

My dear

And many a hill did Lucy climb,
But never reached the town!

9. The wretched parents all that night
Went shouting far and wide;
But there was neither sound nor sight
To serve them for a guide.
10. At day-break on a hill they stood,
That overlooked the moor;
And thence they saw the bridge of wood,
A furlong from their door.
11. They wept, and, turning homeward, cried,
"In heaven we all shall meet!"—
When in the snow the mother spied
The print of Lucy's feet!
12. Then downward from the steep hill's edge
They tracked the foot-marks small;
And through the broken hawthorn hedge,
And by the long stone wall;
13. And then an open field they crossed—
The marks were still the same;
They tracked them on, nor ever lost,
And to the bridge they came.
14. They followed from the snowy bank
Those foot-marks, one by one,
Into the middle of the plank;
And further there were none!—

15. Yet some maintain that to this day
 She is a living child ;
 That you may see sweet Lucy Gray
 Upon the lonesome wild.
16. O'er rough and smooth she trips along,
 And never looks behind ;
 And sings a solitary song
 That whistles in the wind.
-

TRY AGAIN.

1. King Bruce of Scotland flung himself down,
 In a lonely mood to think ;
 True he was a monarch, and wore a crown,
 But his heart was beginning to sink.
2. For he had been trying to do a great deed,
 To make his people glad ;
 He had tried and tried, but could not succeed,
 And so he became quite sad.
3. He flung himself down in low despair,
 As grieved as man could be ;
 And after a while, as he pondered there,
 "I'll give it all up," said he.
4. Now just at the moment a spider dropped,
 With its silken cobweb clew ;
 And the king in the midst of his thinking
 stopped
 To see what the spider would do.

- 5 'Twas a long way up to the ceiling dome,
And it hung by a rope so fine,
That how it would get to its cobweb home
King Bruce could not divine.
6. It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slipping sprawl,
As near to the ground as ever.
7. Up, up it ran, nor a second did stay,
To utter the least complaint,
Till it fell still lower; and there it lay
A little dizzy and faint.
8. Its head grew steady—again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.
9. Again it fell, and swung below;
But again it quickly mounted,
Till up and down, now fast, now slow,
Six brave attempts were counted.
10. "Sure," cried the king, "that foolish thing
Will strive no more to climb,
When it toils so hard to reach and cling.
And tumbles every time."
11. But up the insect went once more,—
Ah me! 'tis an anxious minute;

He's only a foot from his cobweb door,—
Oh, say, will he lose or win it?

12. Steadily, steadily, inch by inch,
Higher and higher he got,
And a bold little run at the very last pinch
Put him into his native cot.

13. "Bravo! bravo!" the king cried out;
"All honour to those who try!
The spider up there defied despair;
He conquered, and why should not I?"

14. And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

15. Pay goodly heed, all ye who read,
And beware of saying, "I can't;"
'Tis a cowardly word, and apt to lead
To idleness, folly, and want.

16. Whenever you find your heart despair
Of doing some goodly thing,
Con over this strain, try bravely again,
And remember the spider and king.

THE HOMES OF ENGLAND.

1. The stately homes of England!
How beautiful they stand.

Amidst their tall ancestral trees,
O'er all the pleasant land !
The deer across their greensward bound
Through shade and sunny gleam ;
And the swan glides by them with the sound
Of some rejoicing stream.

2. The merry homes of England !
Around their hearths, by night,
What gladsome looks of household love
Meet in the ruddy light !
There woman's voice flows forth in song,
Or childhood's tale is told,
Or lips move tunefully along
Some glorious page of old.
3. The blessed homes of England !
How softly on their bowers
Is laid the holy quietness
That breathes from Sabbath hours !
Solemn, yet sweet, the church-bell's chime
Floats through their woods at morn ;
All other sounds, in that still time.
Of breeze and leaf are born.
4. The cottage homes of England !
By thousands on her plains,
They are smiling o'er the silvery brooks
And round the hamlet fanes.
Through glowing orchards forth they peep.
Each from its nook of leaves ;

And fearless there the lowly sleep,
As the bird beneath the eaves.

5. The free, fair homes of England !
Long, long, in hut and hall,
May hearts of native proof be reared,
To guard each hallowed wall !
And green for ever be the groves,
And bright the flowery sod,
Where first the child's glad spirit loves
Its country and its God.
-

THE GRAVES OF A HOUSEHOLD.

1. They grew in beauty, side by side,
They filled one home with glee,—
Their graves are severed far and wide,
By mount, and stream, and sea !
2. The same fond mother bent at night
O'er each fair sleeping brow,
She had each folded flower in sight—
Where are those dreamers now ?
3. One, 'midst the forests of the West,
By a dark stream is laid—
The Indian knows his place of rest,
Far in the cedar shade.
4. The sea, the blue lone sea, hath one—
He lies where pearls lie deep ;

He was the loved of all, yet none
O'er his low bed may weep.

5. One sleeps where southern vines are dressed
Above the noble slain;
He wrapped his colours round his breast,
On a blood-red field of Spain.

6. And one—o'er her the myrtle showers
Its leaves, by soft winds fanned;
She faded 'midst Italian flowers—
The last of that bright band.

7. And, parted thus, they rest who played
Beneath the same green tree;
Whose voices mingled as they prayed
Around one parent knee.

8. They that with smiles lit up the hall,
And cheered with song the hearth—
Alas for love, if *thou* wert all,
And naught beyond, O Earth!

THE BETTER LAND.

1. "I hear thee speak of the Better Land,
Thou call'st its children a happy band;
Mother! oh, where is that radiant shore?
Shall we not seek it, and weep no more?

Is it where the flower of the orange blows,
And the fire-flies glance through the myrtle
boughs ?"—

"Not there, not there, my child !"

2. "Is it where the feathery palm-trees rise,
And the date grows ripe under sunny skies ?
Or 'midst the green islands on glittering seas,
Where fragrant forests perfume the breeze,
And strange bright birds, on their starry wings,
Bear the rich hues of all glorious things ?"—

"Not there, not there, my child !"

3. "Is it far away in some region old,
Where the rivers wander o'er sands of gold ?
Where the burning rays of the ruby shine,
And the diamond lights up the secret mine,
And the pearl gleams forth from the coral strand ;
Is it there, sweet mother, that Better Land ?"—

"Not there, not there, my child !"

4. "Eye hath not seen it, my gentle boy ;
Ear hath not heard its deep songs of joy ;
Dreams cannot picture a world so fair :
Sorrow and death may not enter there ;
Time doth not breathe on its fadeless bloom ;
For beyond the clouds and beyond the tomb—

It is there, it is there, my child !"

NOTES AND MEANINGS.

1. BIRD OR BEAST?

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|---|---|
| 1 Outaouse, any small building near to a house, such as a stable. | 7 Fore, front. |
| 3 Hind, back. | 8 Insects, small animals, such as wasps, bees, etc. |
| 5 Fur, close, soft hair. | Natives of, born in; belong to. |
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2. "EVERGREEN."

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| 1 Maple, a large tree, from one kind of which maple-sugar is made. | shining prickly leaves and red berries. |
| Turf, grass. | 5 Sighed, breathed heavily, showing sadness. |
| Spreading trees, trees with branches which <i>spread</i> or stretch out. | 6 Fairy, a kind of spirit supposed to appear like a very small man or woman. |
| 3 Vain, conceited; proud. | 8 Wand, a long, thin rod. |
| Boughs (<i>bows</i>), large branches. | 11 Hardy, stout; tough. |
| Holly tree, evergreen tree with | |
-

3. WISHES.

- | | |
|---|---|
| 1 I'd, I would. | 3 Grove, small wood; number of trees together. |
| A'zure, of a light-blue colour. | Vine, a climbing plant bearing grapes, from which wine is made. |
| Spire, steeple; something tall and tapering to a point. | Ol'ive, a tree the fruit of which yields olive-oil. |
| 2 Crimson, deep red. | |
| Pathless, without any path or road to be seen. | |
-

4. GAMBETTA AND HIS DOG.

- | | |
|--|-----------------------------------|
| 1 Statesman, one who helps to manage the business of a country or state. | 2 Reared, rose on its hind legs. |
| Paris, the capital of France, a country to the south of England. | 3 Due, owing. |
| | 8 Keenness, sharpness; quickness. |
| | Scent, smell. |
| | Possess, have. |

5. THE LARK AND HER YOUNG ONES.

- | | |
|--|---|
| <p>Fable, a story made up to teach a lesson.</p> <p>1 Mowers, reapers; those who cut down grass or corn.</p> <p>Hay, grass cut and dried for feeding cattle.</p> | <p>2 Neighbours, those who live near.</p> <p>3 Remove them, take them away.</p> <p>9 Scythe, a large curved blade fastened to a long handle, used for mowing.</p> |
|--|---|

6. INDUSTRY.

- | | |
|--|--|
| <p>2 Germany, a large country of Central Europe.</p> <p>Royal family, the emperor's or king's children.</p> <p>Egypt, a country in the north-east of Africa.</p> <p>Earn, make; work for.</p> <p>3 Holland, a small country of Western Europe.</p> | <p>3 Pit, hole in the earth.</p> <p>5 Tramp, one who walks from place to place and lives by begging. In future, afterwards.</p> <p>7 Aid, help.</p> <p>Writer, one who composes or writes books.</p> <p>9 Rouse, awake; stir up.</p> <p>12 Ill-humour, bad temper.</p> |
|--|--|

7. THE BANYAN-TREE.

- | | |
|---|--|
| <p>1 Heart, centre; thickest part. Stately, noble; grand-looking.</p> <p>2 Refreshing, making fresh again. Wrought (<i>rawt</i>), worked; brought about.</p> <p>3 Rootlets, small roots. Twine, twist. Presently, very soon.</p> <p>4 Guest (<i>gest</i>), visitor. Erect, straight up. Droop, hang down; wither.</p> | <p>4 Sap, the juice which flows through plants and nourishes them.</p> <p>6 Swaying, moving to and fro.</p> <p>7 Parent tree, original tree.</p> <p>9 India, a large country in the south of Asia.</p> <p>Herdsmen, shepherd; man who watches a herd of cattle, etc.</p> <p>Weaves, works.</p> <p>Shady bower, seat shaded from the sun.</p> |
|---|--|

8. A HEROIC BROTHER.

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|--|---|
| <p>Heroic, brave; noble, like a hero.</p> <p>2 Beams, long pieces of wood used for supporting a roof.</p> <p>5 Rafters, cross-beams of a roof.</p> | <p>6 Clutch, seize hold of. Clung, held firmly. Despair, hopelessness.</p> <p>8 Strain, pulling or stretching power. Failing, giving way.</p> |
|--|---|

9. "WANTED—A BOY."

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|---|--|
| <p>1 Errands, messages.</p> <p>2 Position, a good place in the world.</p> | <p>2 Fame, a great or honoured name.</p> |
|---|--|

my dear blurring

- | | |
|---|---|
| 2 Deathless name, a name that will be remembered after one is dead. | 3 Merely, only.
Alloy, a metal of less value mixed with a finer one. |
|---|---|

10. HOW A DOG SAVED A SHIP'S CREW.

- | | |
|--|--|
| Crew, the sailors belonging to a ship.
1 Newfoundland, a large island on the east coast of North America.
2 Gale, storm of wind.
Kent, a county on the south-east of England.
Foam, froth. | 3 Wreck, a ship broken up.
Lifeboats, boats for saving life, made so as to float in very stormy seas.
4 Breakers, large waves breaking on the shore.
7 In vain, to no purpose.
10 Courage, boldness; bravery.
11 Repaired, put right again. |
|--|--|

11. FABLES.

- | | |
|---|--|
| Dove, a kind of pigeon.
1 Current, running water; stream.
2 Drifted, was driven along by the force of the current.
3 His prey, that which he was going to seize. | 5 Sultry, close and warm.
Frogs, small animals living both on land and in water.
11 Singly, one by one.
12 Unity, keeping together as one; agreement. |
|---|--|

12. THE NAIL-MAKER.

- | | |
|---|--|
| 1 Forge, a smith's fire.
3 Anvil, an iron block on which smiths hammer their work.
4 Foreign land, another country.
5 Obtain, get. | 5 District, part of the country.
6 Consented, agreed.
7 Factory, place where things are made.
8 Property, belongings; wealth. |
|---|--|

13. TRIPPING INTO TOWN.

- | | |
|--|---|
| 1 Raven, black, like a raven.
Locks, tufts of hair.
Tripping, skipping; walking merrily.
Prefer, like best.
2 The sands of life. The days of | one's life are here compared to the sand in an hour-glass.
3 Dames, elderly women.
Totter, walk unsteadily.
Aye, ever; always.
Frown, scowl; look of displeasure. |
|--|---|

14. HOW BIRDS USE THEIR BILLS.

- | | |
|--|---|
| 3 Thrusts, pushes; presses.
Pond, small lake; pool.
6 Down, soft hairs.
Cotton, a soft woolly substance | gathered from the pods of the cotton plant.
7 Instrument, tool.
8 Cane, staff; walking-stick. |
|--|---|

15. A ROGUE OUTWITTED.

- | | |
|--|---|
| <p>Rogue (<i>rōg</i>), rascal; dishonest person.
 Outwitted, cleverly caught.
 1 Spanish, belonging to Spain, a country in the south-west of Europe.
 Knight, a nobleman; one who has "Sir" before his name.
 4 Declares, says to be the truth.
 The debt, what he owes.</p> | <p>5 Own, admit.
 Rod of justice, wand or stick used as a sign of authority.
 6 His accuser, the one who brought the charge against him.
 8 Court, a room where a judge decides cases.
 12 Amazed, astonished; surprised.
 Magic, a secret power.</p> |
|--|---|

16. THE MAN IN THE BOY.

- | | |
|---|---|
| <p>2 Swedish, belonging to Sweden, a country in the north-west of Europe.
 Clenched, tightly set.
 Famous, noted; well-known.
 General, commander of an army.
 3 Italy, a country in the south of Europe.</p> | <p>3 Petals, coloured flower-leaves.
 Artist, painter of pictures.
 4 Easel, frame for a picture to rest on while being painted.
 Sculptor, one who carves images or figures from stone, wood, or metal.
 5 Novel, an untrue story.</p> |
|---|---|

17. BE CAREFUL WHAT YOU SOW.

- | | |
|--|--|
| <p>1 Dew, moisture which forms at night; dampness.
 3 Wayside, the side of the road.</p> | <p>3 Harvest, result; produce.
 Oats, a kind of grain.
 4 Thistle, a prickly weed.</p> |
|--|--|

18. THE CARE OF OUR STREETS.

- | | |
|---|--|
| <p>2 Prevent, hinder; keep back.
 6 Torch, light.
 Glow-worm, a kind of fire-fly; insect that glows or gives out light in the dark.</p> | <p>6 Twilight, the faint light before sunrise and after sunset.
 7 Polish, put a gloss on.
 8 Drains, channels for carrying off water.</p> |
|---|--|

19. A NOBLE ACT.

- | | |
|--|---|
| <p>1 Prussians, people belonging to Prussia, the chief state of the German Empire.
 2 Captain, commander of a company of soldiers, or of a ship.
 Mayor, the chief man of a city or town.
 Pastor, minister; priest.</p> | <p>3 Terror, fear.
 4 Widower, a man whose wife is dead.
 Fate, doom; what was to happen.
 6 Troops, companies of soldiers.
 Guilty, those who had done wrong.
 7 Victims, those who were to suffer.
 9 Officer, commander.</p> |
|--|---|

20. FAIRYLAND.

- | | |
|---|--|
| 3 Noon, mid-day; twelve o'clock in the day.
4 Slender, thin; slim.
Gems, precious stones. | 5 Coronets, small crowns.
Perfume, scent.
6 Hue, colour; shade.
8 Gurgled, rippled; murmured. |
|---|--|

21. THE TONGUE.

- | | |
|---|--|
| 2 Gradually, little by little.
7 Vulgar, coarse; common.
8 Saliva, the fluid which moistens the mouth; spittle. | 9 Giraffe, an animal with long legs and long neck.
10 Immediately, instantly; at once.
11 Slimy, sticky. |
|---|--|

22. GOOD OR BAD?

- | | |
|--|---|
| 2 Centuries, hundreds of years.
Greece, a country in the south-east of Europe.
Slave, one who is forced to work for another.
3 Guests, visitors.
4 Sauce, something used along with food as a relish.
Courses, dishes served after one another. | 5 Persuade, prevail on.
Worship, praise God.
8 Strife, conflict; fights.
Inventor, beginner; one who finds out.
Law-suit, a quarrel taken into court to be decided.
Source, cause; beginning.
Slander, a false report about a person. |
|--|---|

23. STICK TO YOUR BUSH.

- | | |
|--|---|
| 4 Splendid, grand; enjoyable.
Companions, friends.
9 Employers, masters. | 9 Took me into partnership, gave me a share in the business.
10 Rent, tear; break. |
|--|---|

24. PERSEVERANCE.

- | | |
|--|---|
| Perseverance, determination to go on with a thing.
1 On the wing, flying; in flight.
Clover, a sweet-smelling plant with three leaves. To find a | "four-leaved clover" was thought to be a sign of good luck.
2 Haunts, visits; frequents.
3 Wise, able to foretell the future. |
|--|---|

25. BUSY RAINDROPS.

- | | |
|---|---|
| 3 Brooklet, a small brook or stream.
4 Soil, earth; ground.
Icy plough. The frost loosens the earth as a plough does.
5 Loam, mixed soil made up of clay, sand, etc. | 5 Clay, a thick, sticky kind of earth.
Gloomy, dull-looking.
Cells, small rooms or openings.
6 Gnaw (<i>naw</i>), eat away.
Surface, top of the ground.
Mounds, little heaps of earth. |
|---|---|

26. BUSY BROOKS.

- | | |
|---|--|
| 3 Valley, low land between hills.
Ruts, channels; hollows. | 9 Cluster, group; number together.
Dense, thickly-wooded. |
| 8 Fertile, fruitful; rich. | 10 Barren, bare; unfruitful. |

27. FABLES.

- | | |
|---|--|
| 1 Miller, one who keeps a mill.
Fair, market; place for buying
and selling.
Trudging, walking with heavy
steps. | 9 Arab, inhabitant of Arabia, a
country in the south-west of
Asia.
Camel, a large animal with a
hump on its back.
Flap, part hanging loose. |
| 2 Bade, ordered; told.
Group, company; number to-
Gravely, solemnly. [gether. | 11 Wholly, altogether; entirely.
12 Resist, stand or strive against. |

28. SUMMER WOODS.

- | | |
|--|---|
| 1 Wave, move backwards and for-
wards like a wave of the sea. | 3 Jay, a small bird of the Crow
family, with blue feathers. |
| 2 Bowery glades, shady paths.
Honeysuckle, campion, colum-
bine, names of flowers. | Wren, very small, lively bird.
6 Ill, harm; hurt. |
| 3 Unscared, not frightened.
Ruthless, cruel; pitiless. | 7 Askance, sideways.
Flirt, play about.
8 Nimble, active; moving quickly. |

29. A CLUMSY PET.

- | | |
|--|---|
| 1 Awkward, clumsy; ungraceful.
Intelligent, wise. | 7 Bullock, a young bull or ox.
Caravan, band of people travel-
ling together. |
| 2 Captured, caught; taken. | 9 Elegant, handsome; fine-looking. |
| 5 Dainty, graceful; neat. | Docile, easily taught. |
| 6 Huge, immense; very large. | |

30. WHAT THE NETTLE SAID.

- | | |
|---|--|
| 3 Self-defence, defending or pro-
tecting myself.
Dock, a kind of plant with large
leaves. | 9 Norway, a country in the north-
west of Europe.
Poultry, farm-yard fowls.
Brewed, made into ale or beer.
Shoots, young plants. |
| 7 Gaudy, showy; gay.
Dandelion, a plant with a large
yellow flower.
Imagine, suppose; form the idea. | 11 Various, different.
Ceased, stopped.
Lingered, waited for a long
time. |
| 8 Dye, colour.
Fibres, the thread-like parts. | 12 Mettle, courage; high spirit. |

31. STORY OF A LION.

- | | |
|--|--|
| 1 Rarely, very seldom; not often. | 3 Cub, young one; the young of bears, foxes, lions, etc. |
| 2 Missionary, one sent to teach the heathen. | 5 Steadily, fixedly; without moving. |
| 3 Crouching, bending down. | 7 Savage, fierce; wild. |

32. THE MAN THAT CARRIED THE BRICK.

- | | |
|---|--|
| 3 Merchant, trader; one who buys and sells. | 13 Value, regard; look upon. |
| I'll, I will or shall. | Precious, valuable; highly thought of. |
| 11 Steady, constant. | Fortune, money; success. |

33. THE WOOD-CUTTERS AND THE BIRDS.

- | | |
|--------------------------|---|
| 2 Future, time to come. | 6 Starving birds, birds dying from want of food. |
| 4 Hawk, a bird of prey. | 7 Orphan, a child who has lost one or both parents. |
| Darted, sprang suddenly. | |
| Bore, carried. | |

34. FUSS-AND-FRET.

- | | |
|---|--|
| 1 Woes, sorrows; griefs. | 3 Drought, very dry weather; want of rain. |
| Climate, kind of weather. | 5 Apt, inclined; ready. |
| 2 Dazzles, blinds. | Shirk, try to avoid. |
| Of a chill, very cold or chilled. | 6 Doleful, gloomy; sad. |
| 3 Mildew, a whitish growth on plants, caused by dampness. | 9 You'll, you will. |

35. ABOUT MICE.

- | | |
|--|--|
| 2 Cupboard, a press for cups and other dishes, and for food. | 4 Jaw, the bone of the mouth in which the teeth are set. |
| Nibbled, bitten. | Chisel, a sharp tool for cutting wood or stone. |
| 4 Faintest, slightest; least. | |

36. "STAND FAST."

- | | |
|--|---|
| 1 Peninsula, land almost surrounded by water. | 4 Sentry, sentinel; soldier on guard. |
| 2 Fortress, stronghold; place made strong against attack. | 5 Saluted, made a sign of respect. |
| Galleries, passages. | 7 Quit, leave. |
| 4 Siege (sēj), the settling down of an army round a place in order to take it. | Relieved, released from duty. |
| Batteries, guns placed in order for shooting. | 8 Musket, gun. |
| | 9 Hospital, a place where the sick and the wounded are attended to. |
| | 10 Endurance, bearing suffering. |

37. HE'S A BRICK.

- | | |
|---|---|
| <p>3 Greek, an inhabitant of Greece.
 Ambassador, a man of high rank sent as a messenger by one country to another.
 4 Statues, images or figures carved in stone or metal.
 5 Massive, very thick and heavy.</p> | <p>6 Sire, a title of respect.
 8 In battle array, ready for fighting
 9 Pass, road; path.
 11 Heralds, officers who carried the king's messages.
 12 Host, army; large number of Tomb (<i>toom</i>), grave. [men.]</p> |
|---|---|

38. LESSONS FROM LITTLE THINGS.

- | | |
|---|---|
| <p>1 Goal, aim; anything a person tries hard to reach.
 Zest, keenness; eagerness.
 2 Quench, put out.
 Mars, the name of a planet, a kind of star.</p> | <p>2 Prevail, have most power; win.
 3 Melody, music; song.
 E'en, even.
 4 Sphere, ball; the earth.
 5 Spry, lively; active.
 Talents, abilities; gifts.</p> |
|---|---|

39. OBEYING ORDERS.

- | | |
|--|--|
| <p>1 Industrious, diligent; hard-working.
 Frugal, thrifty; careful of his money.
 Sober, steady; not given to strong drink.
 2 Red-tiled, made of thin red tiles or bricks.
 Creeping, climbing.
 4 Fort, stronghold; battery.
 5 Field-glass, a kind of spy-glass.</p> | <p>6 Thicket, grove; a number of small trees or shrubs growing closely together.
 Shell, bombshell, a shell of iron filled with gunpowder which bursts as it falls.
 7 Emotion, agitation; a strong movement of the feelings.
 Piece, gun.
 10 Break, ruin.
 13 The profits, money gained.</p> |
|--|--|

40. ONLY A RIBBON.

- | | |
|--|--|
| <p>1 Patients, sick people; those under a doctor's care.
 Disease, illness; trouble.
 4 Delicate, soft.
 5 Princess, the daughter of a king.</p> | <p>6 Operation, work done by a doctor.
 London, the capital of England.
 8 Ether, a kind of medicine given to put one asleep.
 9 Trifling, small; of little value.</p> |
|--|--|

41. THE GOLDEN TOUCH.—I

- | | |
|---|---|
| <p>2 Maiden, a young girl; an unmarried woman.
 4 Treasure room, room containing valuable things.
 Vast, immense; very large.</p> | <p>7 Linen, fine cloth made from flax.
 8 Tassel, ornament made of a bunch of silk or wool.
 9 Hemmed, sewed round the edge.
 Border, edge.</p> |
|---|---|

42. THE GOLDEN TOUCH.—II.

- | | |
|--|--|
| <p>4 Coffee, a drink made from the berries of the coffee plant.
Molten, melted.</p> <p>5 Trout, a fresh-water fish of the salmon kind.
Horror, dismay; great fear.</p> <p>7 Metal, a name given to certain</p> | <p>hard substances, such as iron, gold, silver, etc., which are dug out of the earth.</p> <p>11 Dumb, speechless.
Wring, twist with agony.
Restored, brought back; replaced.</p> |
|--|--|

43. THE GOLDEN TOUCH.—III.

- | | |
|--|--|
| <p>1 Beheld, saw.</p> <p>2 Observed, remarked; said.</p> <p>3 Pitcher, jug; vessel for holding water, etc.</p> | <p>7 Miser, one who hoards or saves up money.</p> <p>8 Figure, form; stature.</p> <p>11 Shade, tint.</p> |
|--|--|

44. A HIGH MARK.

- | | |
|---|---|
| <p>1 Carve, cut out.
Date of to-day, day of the year.</p> <p>2 Record, written account.</p> | <p>3 Bark, skin or covering of a tree.</p> <p>4 Glanced, looked suddenly.</p> <p>6 Shan't, shall not.</p> |
|---|---|

45. CONTENTMENT.

- | | |
|---|--|
| <p>1 Pompous, proud; putting on high airs.
Ducklings, young ducks.</p> <p>2 Season, one of the four parts of the year.
Brooding, thinking deeply.
Fleecy down, soft feathers.</p> <p>3 Of yore, long ago.</p> | <p>3 Brood, family; offspring.</p> <p>4 Patiently, calmly.
Wore, carried.</p> <p>5 Suspect, imagine; think.
Plumage, feathers.
Russet, reddish-brown.
Fortune, chance; that which happens.</p> |
|---|--|

46. ADRIFT ON AN ICE-RAFT.

- | | |
|---|--|
| <p>Adrift, driven by wind or stream.
Ice-raft, a large floating piece of ice.</p> <p>1 North Pole, the most northerly point of the earth.
Greenland, a large island to the north-east of America.
Fog, a thick mist.</p> <p>2 Ice-field, a large mass of floating slabs, flat pieces.</p> | <p>3 Charts, maps or drawings, especially of the sea.</p> <p>8 Decorated, adorned; made beautiful.</p> <p>9 Explorers, discoverers; those who find out about unknown countries.
Ice-floe, a sheet of ice broken off from an ice-field.</p> <p>10 Moored, fastened; anchored.</p> |
|---|--|

47. BABY SEALS.

- | | |
|---|--|
| <p>3 Rocky ledge, narrow shelf or ridge of rock.
Bask, warm oneself; lie in the sun.
5 Wary, watchful; cunning.</p> | <p>8 Paddles, oars.
Rudder, a flat piece of wood or iron for steering a boat.
9 Drollest, strangest; most curious.</p> |
|---|--|

48. THE BEAR AND THE BEES.

- | | |
|---|--|
| <p>2 Exceedingly, unusually; very.
3 Haughtily, proudly.
Applauded, cheered.
6 Glared, looked fiercely; stared.
Sturdy, hardy; not easily made to yield.
Piped, sang out.</p> | <p>6 Saucy, impudent; bold.
7 Coveted, much desired; longed for.
Triumph, joy at victory.
8 Sage, wise.
Despise, look down upon.
Sullen, sulky; ill-natured.</p> |
|---|--|

49. MICHAEL THE UPRIGHT.

- | | |
|---|--|
| <p>Upright, honest; straightforward.
1 Berth, situation; work.
2 Bales, bundles.
4 Laden, loaded.
5 Flinch, shrink; lose courage.
Due, good.
6 Tyrant, one who rules harshly.
The Bey, a title given to the rulers of some countries.</p> | <p>7 Bystanders, those standing by or near.
Opposed, went against.
8 Customers, buyers; those who were in the custom or habit of buying from him.
9 Executioner, one who executes those sentenced to death.
11 Robe, garment; dress.
12 Admiral, commander of a fleet.</p> |
|---|--|

50. KILLING A RATTLESNAKE.

- | | |
|---|--|
| <p>1 Ribs, the bones which curve round the sides from the back-bone.
3 Scales, thin plates or flakes.
4 Pronged, pointed.
5 Weapons, anything for fighting with.
6 Canoe (<i>ca-noo'</i>), a long, narrow boat.</p> | <p>7 Rocky Mountains, in the west of North America.
Indian, a native of North America.
Coiled, wound in a ring. [ica.
8 Pouch, bag.
9 Lulled, soothed.
10 Swaying, moving.
11 Tit-bit, choice piece.</p> |
|---|--|

51. HELP ONE ANOTHER.

- | | |
|--|---|
| <p>2 Earthquake, a shaking of the earth.
Inhabitants, dwellers.
3 Grains, small particles.</p> | <p>5 Window-frame, the wooden spars which hold the glass.
To and fro, backwards and forwards.</p> |
|--|---|

52. THE LADY-BIRD AND THE ANT.

- | | |
|--|---|
| 1 Scorn, contempt; looking down upon a person.
Damask, cloth with figures woven on it, first made at Damascus.
Adjusted, arranged; put in order.
Mirror, looking-glass. | 2 Rudely, roughly.
3 Hoarse, harsh.
5 Speckled, spotted.
6 Cobweb, a spider's web or net.
Oberon's car, the chariot or carriage of the king of the fairies. |
|--|---|

53. A BONE THAT NEEDED BREAKING.

- | | |
|--|---|
| 3 Dr., doctor.
Impatient, hasty; restless.
5 Set, mended; put into its place.
6 Lace, ornamental thread-work. | 6 Decided, agreed; made up our minds.
7 Mention, speak about.
10 Character, reputation; name. |
|--|---|

54. USEFUL GRASSES.—I.

- | | |
|---|--|
| 3 Beef, the flesh of oxen.
Mutton, the flesh of sheep.
5 Nourishment, support; means of living.
Bulk, size.
6 Cultivating, growing. | 7 Cereals (<i>ce're-als</i>), grains used for food.
Pasture, food for cattle.
10 Scotland, the northern part of Great Britain.
13 Threshing, beating out. |
|---|--|

55. USEFUL GRASSES.—II.

- | | |
|--|---|
| 1 China, a large country in the east of Asia.
4 Ground, crushed into a powder.
5 Formerly, long ago; in former time.
Turkish, belonging to Turkey, a country partly in Europe and partly in Asia.
6 Hoe, clear away the weeds. A | hoe is an instrument for cutting up weeds and loosening the earth.
8 Husk, shell.
Kernel, the inside part, or "meat," of a nut.
9 Pulp, soft substance.
13 Luxury, something more than is needed. |
|--|---|

56. GIVING.

- | | |
|--|---|
| 1 Fragrant, sweet-smelling.
Furbelows, fringes; borders.
3 Gaily, merrily; joyfully. | 3 Birdling, young bird.
Trill, sing.
Heart, spirit; activity. |
|--|---|

57. THE HOUSE I LIVE IN.

- | | |
|---|---|
| 2 Blacksmith, a man who works in iron.
Wields, handles; works. | 5 Story, flat; floor.
Repair, good order.
9 Heeding, paying attention to. |
|---|---|

58. KEEP THE BODY CLEAN.

- | | |
|---|---|
| <p>3 Enlarged, made larger.
 4 Foul, impure; bad.
 Lungs, organs by which we breathe.
 Frequent, repeated; often.</p> | <p>6 Choked, filled up.
 8 Gilding, gold laid on in thin layers.
 11 Dutch people, people belonging to Holland.</p> |
|---|---|

59. FRESH AIR.

- | | |
|--|--|
| <p>2 Contains, has in it.
 Nostrils, the openings of the nose.
 3 Tubes, long, narrow pipes.
 6 Similar, of the same kind.</p> | <p>6 Faint, very weak.
 7 Cabin, a room on board ship.
 9 Calcutta, a large city in the north-east of India.</p> |
|--|--|

60. EXERCISE.

- | | |
|---|---|
| <p>4 Brisk, smart; quick.
 5 Avoid, be careful not to do; keep from.
 6 Feeble, weak.</p> | <p>10 Muscles (<i>mus'sels</i>), the fleshy parts of the body.
 11 Dumb-bells, weights held and swung in the hands.</p> |
|---|---|

CONTRACTIONS.

can't, cannot.
 couldn't, could not.
 didn't, did not.
 don't, do not.
 Dr., doctor.
 e'en, even
 e'er, ever.
 he'd, he would.
 he's, he is.
 I'd, I would.
 I'll, I will.
 I'm, I am.
 is't, is it.
 it's, it is.
 I've, I have.
 Mr., Mister.
 Mrs., Mistress.

o'clock, of the clock.
 o'er, over.
 shan't, shall not.
 that's, that is.
 there's, there is.
 they'll, they will.
 they're, they are.
 'tis, it is.
 'twas, it was.
 'twere, it were.
 'twill, it will.
 what's, what is.
 won't, will not.
 wouldn't, would not.
 you'll, you will.
 you're, you are.
 you've, you have.

LIST OF WORDS ARRANGED ACCORDING TO THEIR VOWEL SOUNDS.

Long a = (a + e). ate age fate pate gate rate cage state mate made fame came mare mane name dame	Short e = ea. breath health wealth breast Short e = ie. ancient patient	Short i = (i + e). live give engine Short i = ui, ei, and ie. build built guilt guilt quilt biscuit circuit guinea surfeit foreign forfeit counterfeit kerchief mischief	Long o = (o + e). cone bone stone strove clothe sole dote cope rope robe tone vote hope slope Long o = oa. oats boat coat soap loaf groat moat float throat roast toast boast coast goat	Short u = (o + e). love none dove done above beloved dovetail undone one once Short u = o and ou. son month comfort company worship rough tough young nourish flourish
Long a = ai. aim pair bait stain paid faith maid claim hail mail frail rain maim taint saint train drain grain remain	Short e = ei. leisure heifer Short e = (e + e). were there Short e = ai. said again	Long i = i. find bind kind rind mind Long i = (i + e). dine dive wine five strive blithe Long i = y, igh and eigh, uy, and ui. fly cry try dye high sight sigh night bright height buy guy guide disguise	Long o = oe. toe hoe foe sloe doe woe potatoes ice-floe Long o = ou. soul dough mould though four source	Long u = u. full bush put push bull bullock pull Long u = (u + e). mule tube mute rude flute brute refuge refuse Long u = oo and ou. cool stood tool stool soothe smooth choose soup could should would through
Long a = ay. day nay bay may gay tray stray spray betray	Long e = (e + e). eve eke here mete concede precede	Long e = ee. been seen keen bleed green deed agreed exceed decreed	Long a = ei. heir eight their weight rein feint reign feign neighbour heinous	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive
Long a = ey. they hey! obey whey prey convey survey	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive	Long a = ei. heir eight their weight rein feint reign feign neighbour heinous	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive
Long a = a. ancient angel azure fragrant	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive	Long e = ee. been seen keen bleed green deed agreed exceed decreed	Long a = ei. heir eight their weight rein feint reign feign neighbour heinous	Long e = ea, ie, and ei. feat reach teach feast grief piece chief niece receive ceiling conceive

WORDS CONTAINING SILENT LETTERS.

(b)	design ensign foreign gnat gnaw reign sign sovereign	plough straight thought thigh weight	knuckle	island viscount
climb comb debt dumb lamb limb plumber thumb tomb			(l) almond alms calm psalm salmon should	(t) castle Christmas hasten listen often trait whistle
(c, ch)	(gh) aught although bough bought caught daughter dough eight fright furlough haughty height high light might naughty neighbour	(h) ghost heir honest honour rhubarb shepherd thyme	(n) autumn column hymn solemn	(u) biscuit conquer guardian guest guide
Ozar victuals yacht		(i) business carriage friend marriage	(p) psalm pshaw receipt	(w) answer sword wreath wretched wrinkle written wrought
(d) handkerchief handsome		(k) kneel knew knife knob knowledge	(ps) corps	
(e) dungeon height luncheon			(s) aisle isle	
(g) assign				

IRREGULAR PLURALS.

Nouns ending in *sh*, *ch*,
s, and *x* take *es*.

brush	brushes
sash	sashes
crutch	crutches
coach	coaches
church	churches
class	classes
glass	glasses
fox	foxes
box	boxes

Nouns ending in *y*, pre-
ceded by a consonant,
change *y* into *i* and
add *es*.

daisy	daisies
enemy	enemies
jelly	jellies
gipsy	gipsies
poppy	poppies

Nouns ending in *y*, pre-
ceded by a vowel,
merely add *s*.

chimney	chimneys
monkey	monkeys
key	keys
journey	journeys
valley	valleys

Nouns ending in *o*, pre-
ceded by a consonant,
take *es*.

echo	echoes
potato	potatoes
negro	negroes
calico	calicoes

Exceptions.

canto	cantos
grotto	grottoes
solo	solos
quarto	quartos

Nouns ending in *f* or *fe*
change *f* or *fe* into *v*
and add *es*.

half	halves
loaf	loaves
thief	thieves
knife	knives

The following do not
change the *f* or *fe*.

brief	proof	gulf
chief	roof	life
grief	dwarf	strife
hoof	turf	safe

ADDED SYLLABLES.

A single final consonant
after a short vowel, in
an accented syllable or
in a word of one syl-
lable, is *doubled* before
adding a syllable.

bat	batting
blot	blotted
dim	dimmer
drum	drummer
run	running
swim	swimmer
begin	beginning
permit	permitting
forbid	forbidding
outwit	outwitted

A final consonant pre-
ceded by a diphthong
does not change.

cheat	cheating
dream	dreamer
need	needed
rain	raining
steam	steamer
wait	waiting
sail	sailing
conceal	concealed
prevail	prevailed

A final consonant in an
unaccented syllable is
not doubled.

garden	gardener
murmur	murmuring
minister	ministering

Exceptions, *l* and *p*.

equal	equalling
travel	travelling
worship	worshipping
&c.	&c.

Final *e* is dropped be-
fore a vowel.

hate	hating
name	naming
value	valuable

Final *e* is retained be-
fore a consonant.

excite	excitement
move	movement
name	nameless

y preceded by a con-
sonant changes.

envy	envious
marry	marriage

y preceded by a vowel
does not change.

convey	conveyance
enjoy	enjoying

LIST OF WORDS CONTAINING THE DIPHTHONGS—

ai, ei, oi, ea, oa, ie, ue, ui, au, ou, oo, ow, ough.

ai aid paid maid gain pain chain train sprain faith air chair saith	ea pea tea each preach peak speak meal seam stream clean cheap year please feast meat realm heart	ie brief chief field fierce friend grief piece shield siege sieve yield	pause vault vaunt caught taught	brood brook cool door foot floor hood moon room soon wood wool
— ei eight weight reign heir their	— oa coach road oak coal shoal foam roast boat throat groan moan	ue quest guest	— ou cloud count doubt found four gout ground hour house mourn mouse ounce pound proud round should sound touch young	— ow bowl blow grow brown crown drown fowl flow frown gown
oi voice void toil soil spoil coin joint point groin	— au aunt haunt cause clause fraud	— oo book boot bloom	— ough though thought slough through plough	

LIST OF DIFFICULT WORDS IN THIS BOOK.

To be often written.

accordingly ancient anxious appetite autumn awful awkward aye bathe beard beginning believe bowl busily business calmly cane	chief cleanliness comfortable cupboard daresay daughter degree disease drought easily Egypt English exhausted fibre field foreign frequent	giggled gnawing goal guest haughtily heroic hue humming idleness island luxury mischief muscle necessary neighbour occasion pierced	possession quarrelling received relieved scrubbing scythe seized sentry similar single skilful solemnly swimming terribly therefore thieves	thousands threshing thriving tobacco tongue traveller triumph twilight usual various voyage waggon weather weaves wholly wondrous yesterday
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WORDS FOR REVISAL.

1	4	7	10	13
Ac-cord'ing	Ba'con	bus-i-ly	clōth'ing	cur'-tain
ac-count'	bade	bus-i-ness	cloud-ed	cus'-tom-ers
ac-cūs-er	bal-ance	buzzed	clo-ver	
ac-tion	bales	Cab'in	coast	Dai'ly
ad-di-tion	bal-loon'	calm-ly	cob-web	dai-sies
ad-just-ed	bam-boo'	cam-el	cof-fee	dam-ask
ad-mi-ral	ban-yan	cam-pi-on	coiled	dames
a-drift'	bar-ley	can-dle	coin	dan-de-lions
a-float'	bar-ren	can-non	col-lar	dān-ger-ous
a-greed'	bas-ket-ful	ca-nōe'	col-our	dare-say
a-larm'	bathe	cap-tain	col-um-bine	daugh-ter
a-loud'	bat-ter-ies	cap-tured	comb-ing	daz-zles
al-lowed'	bat-ting	car-a-van	com-mon	debt
al-loy'	beach		com-pan-ions	de-cid-ed
2	5	8	11	14
al-read-y	beams	care-ful-ly	com-pa-ny	de-clares'
a-mazed'	beard	car-go	com-plained'	dec-o-rat-ed
am-bas-sa-dor	beau-ti-ful-ly	car-riage	com-plete-ly	deer-skin
an-cient	beg-gar-y	car-ried	com-rades	de-fence'
an-i-mal	bel-fry	cat-tle	con-sent-ed	de-gree'
an-noy'	be-lieve'	ceased	con-tent-ed-ly	del-i-cate
an-vil	berth	cells	con-tin-ued	de-liv-er
an-xious	birch	cen-tre	cool-ly	del-ta
ap-pe-tite	bish-op	cen-tral	cor-o-nets	dense
ap-plaud-ed	bles-sings	cen-tu-ries	cot-ton	de-serves'
ar-rang-ing	board	ce-re-als	coun-cil	de-spair'
ar-ray	boiled	cer-tain-ly	coun-tries	de-spise'
ar-rived'	bōr-ing	char-ac-ter	cour-age	dew
art-ist	bot-tle	cheer-ful-ly	court	dif-fi-cult
3	6	9	12	15
a-shamed'	boughs	chest-nut	cous-ins	di-gest-ed
a-shore'	bowed	chewed	cov-et-ed	dimmed
a-skance'	bow-er-y	chief	crawled	di-rec-tions
as-sist-ant	bowl	chilled	crea-ture	dis-a-greed'
a-ston-ish-ed	break-fast	chirped	crew	dis-cov-er
at-tempt'	breathe	chis-el	crick-et	dis-ease'
at-tend-ed	breath-ing	choked	crim-son	dis-grace'
aught	breeze	chōs-en	crouch-ing	dis-missed'
au-tumn	brewed	clēan-li-ness	crowd-ed	dis-o-be-di-ence
a-void'	bub-bling	clenched	cult-i-vat-ing	dis-tance
aw-ful	bull-ock	cley-er-ness	cup-board	dis-trict
awk-ward	bun-dle	cli-mate	cu-ri-ous	dis-turbed'
aye	burr	cling-ing	curled	di-vid-ed
a-zure	bur-y	clothes	cur-rent	do-cile

13	20	24	28	32
doc'tor	ex-plain'	fruit'-ful	heart	ken'-nel
dole'-ful	ex-plor'-ers	fur'-be-lows	hemmed	ker'-nel
dor-mouse	ex-pres-sion	fur-ry	her-alds	knight
doub-le		fu-ture	he-ro-ic	knives
doubt-less	Fa'-ble		hoarse	knowl-edge
dove	fac-to-ry	Gai'-ly	hol'-low	
doz-en	fai'-ry-land	gale	hol'-ly	La'-bour-er
drains	faith'-ful-ness	gal'-ler-ies	hon'-est	lace
dread'-ful	fam'-i-lies	gas	hon'-ey-suck-les	laid'-en
drill'-est	fa-mous	gaud'-y	hon'-our	law'-suits
drought	fan'-cy	gig'-gled	hor-rid	leaf'-lets
due	fash-ion	gi-raffe'	hor'-ror	leans
17	21	25	29	33
dumb	fas'-tened	glades	hos'-pi-tal	ledge
dunce	fa-vour-ite	glanced	hue	lin'-en
dwell'-eth	feath'-er-y	glo-ri-ous	hu'-man	lin'-net
dye	fee'-ble	gnaw'-ing	hum'-ming	li'-on-ess
	fer'-tile	goal	hur'-ried	lis'-tened
Ear'-ly	fi'-bres	good-bye'		loam
earned	field	good-na-tured	Ice'-floe	loos'-en
ear'-nest	fierce	gov'-er-nor	ic'-y	lôse
earth-quake	fig'-ure	grace'-ful-ly	i'-dle-ness	love'-li-er
ea'-sel	fin'-ish	grad-u-al-ly	ill-hu-mour	love'-li-ness
ea'-si-er	flee'-y	grains	i-mag'-ine	lulled
ea'-si-est	finch	greed'-i-ly	im-ma'-di-ate-ly	lux'-u-ry
18	22	26	30	34
ef'-forts	flip'-pers	group	im-pa'-tient	Ma'-chines'
ei'-ther	flirt	growl'-ing	im-prôved'	mad-am
el'-e-gant	flour'-y	grum'-bled	in-dus'-tri-ous	mag'-ic
el'-e-phants	flut'-tered	guard-house	in-hab-i-tants	maid'-en
e-mo'-tion	foam	guess	in'-jure	maize
em-ploy-ers	folks	guest	in-no-cent	man'-tel-piece
en-a'-ble	fool'-ish	guide	in'-sects	ma'-ple
en-dur'-ance	for-bid'-den	guilt'-y	in'-stead'	mass-ive
en-tire'-ly	fore-feet	gur'-gled	in'-stru-ment	may'-or
e'-qual-ly	for-eign		in-tel-li-gent	mead-ows
e-rect'	fore-noon	Hab'-it	in'-ter-est-ed	meant
er'-rands	fore-paws	ham'-mer	in-vent-or	med'-icine
19	23	27	31	35
er'-ror	for'-est	hand'-ker-chief	is'-land	mel'-o-dy
e-scaped'	forge	han-dle		mem'-o-ry
e'-ther	for-got'-ten	hap-pened	Jaw	men'-tion
ex-act'-ly	for-ress	hap-pi-er	jay	mer'-chant
ex-am-i-na'-tions	for-tune	hap-pi-ly	joints	mere-ly
ex-am-ple	foul	har-bour	joke	mer-ri-est
ex-ceed-ing-ly	fra'-grant	har-ness	jour'-ney-ing	mer-ri-ly
ex-change'	fre-quent	hâs-ten-ing	joy'-ous-ness	mess-a-ges
ex-cit-ing	friend-ly	haught-i-ly	juice	met-al
ex-claimed'	fright-ened	haunts	jus'-tice	met-tle
ex-e-cu'-tion-er	frown	hawk		mid'-dle
ex-er-cise	fru'-gal	wealth'-ful	Keen'-ness	mil'-dew

36	40	44	48	52
mil-let	or-di-na-ry	po-ta-to	re-plied'	shoul-der
mil-lions	or-gans	pouch	re-quired'	shov-el
min-ute	or-phans	poul-try	re-sist'	siege
mir-ror	out-wit-ted	poured	re-stored'	sighed
mis-chief	owed	pout-ing	rib-bon	si-lent
mi-ser	owl	praised	rip-ples	sim-i-lar
mis-er-a-ble	own-er	pre-cious	robe	sim-pie
mis-sion-a-ry	ox-y-gen	pre-fer'	rob-in	siu-gle
moist-ure	Face	pre-pare'	rogue	siu-gly
môl-ten	pad-dles	pre-vail'	roy-al	skil-ful-ly
mo-ment	pair	prey	rub-bish	slan-der
moon-beams		prin-cess	rud-ders	slim-y
37	41	45	49	53
mounds	palm-tree	prin-ci-pal	rûl-ers	snatched
moun-tains	pa-rent	pris-on-ers	rûth-less	sneered
môve-ment	part-ner-ship	prize	rus-set	sneeze
mow-ers	pass-en-gers	prob-ab-ly	rus-tling	sobbed
mur-mur-ing	pas-ture	prof-its	rye-grass	so-ber
mus-cles	pa-tience	prop-er-ty	Sad-dle	soil
mut-ton	pa-tient-ly	proud	sail-ors	sol-diers
Na-tives	peace	pro-vi-sions	sa-li-va	sol-emn-ly
nec-es-sa-ry	peb-bles	pur-pose	sal-tit-ed	sol-id
nee-dle	pen-cil	puz-zle	sat-is-fied	source
neigh-bour-ing	peo-ple	Quar-rel-ing	saug-es	south-ern
38	42	46	50	54
nei-ther	per-fume	quar-rel-some	saug-y	spar-rows
net-tle	per-se-ver-ance	queen	sav-age	speck-led
nib-bled	per-spire'	queer	scales	spec-ta-cles
night-in-gale	per-suade'	quench	scam-per-ing	speech
nim-ble	pet-als	ques-tion	scat-ter-ing	sphere
no-bly	pierced	qui-et-ly	scav-en-ger	splen-did
nois-y	pil-lars	Rab-bit	scent	spoiled
nos-trils	pil-low	rare-ly	scorn	spoil't
no-ticed	pit-cher	rat-tle-snake	scowl	spring-le
nour-ish-ment	pit-i-ful	ra-ven	sculp-tor	square
nov-el	pleas-ure	re-al-ly	scythes	squeezed
nu-mer-ous	plen-ti-ful		seals	squir-rel
39	43	47	51	55
Oats	plough	reared	sea-son	squirt-ing
ob-served'	plum-age	rea-son	se-cret	staff
ob-tain'	pock-et-knife	re-ceived'	seized	stalked
oc-ca-sion	poi-son-ous	rec-ord	self-de-fence'	sta-tion
oc-cu-py	po-lice-man	ref-uge	sen-tence	stat-ues
o-cean	pol-ish	reg-u-lar	sen-ti-nel	stead-i-ly
off-ers	pom-pous	re-la-tions	sen-try	steam-ers
of-fi-cer	pores	re-lieved'	ser-pents	stom-ach
ol-ives	po-si-tion	re-main'	ser-vice	stout
op-er-a-tion	pos-sess'	re-mem-bered	se-vere'	straight-ened
op-posed'	pos-ses-sion	re-môve'	sewed	strain
or-ange-peel	pos-si-ble	re-paired'	shirk	strug-gled

56	58	60	62	64
strut-ting	tat-ters	treas-ure	val-ley	wheat
stud-y	tear	trem-bled	val-ue	whine
stu-pid	ter-ri-ble	trif-ling	va-ri-ous	whol-ly
stur-dy	ter-ri-bly	trip-ping	veg-e-ta-bles	wid-ow-er
suc-cess-ful	ter-ror	tri-umph	veins	wields
sud-den-ly	there-fore	trout	ves-sel	win-dow-frame
suit-a-ble	thieves	trudg-ing	vic-tims	wis-dom
sull-en	thirst-y	tum-bled	vil-lage	woes
sul-try	this-tles	twice	vi-o-lent	wom-en
sup-ply'	thou-sands	twi-light	vi-o-lets	won-der-ful
sup-port'	threads	twists	vis-it-or	won-drous
sup-pose'	thresh-ing	ty-rant	voy-age	wor-ship
57	59	61	63	65
sur-face	thriv-ing	Ug-li-est	vul-gar	wreck
sur-prised'	throat	un-cles		wren
sur-round-ed	ti-dy	un-com'fort-a-ble	Wad-dling	wretch
sus-pect'	tied	un-health-y	wag-gon	wring
swal-lowed	tim-id	un-ion	wak-ened	writ-er
sway-ing	tin-kle	u-ni-ty	wa-ry	writ-ten
sweat	to-bac-co	un-rolled'	wealth	wrote
swim-ming	toil-ers	un-scared'	weap-ons	wrought
	tomb	up-set-ting	wear-ing	Yel-low
Tall-or	tongue	us-u-al	weath-er	yore
tal-ents	tram-ple		weight	Zest
ta-pers	trav-el-ler	Vain	wel-come	

PROPER NAMES.

Æ'-sop	En'-glish	Hen'-ry	Mi'-das	Prus'-si-an
Af-ri-ca	Eu-rope	Hol-land	Mor-oc-co	Quix'-ote
Al-ice	Fe-lix	In-di-a	Mor-ton	Rob-ert
A-mer-i-ca	Fich-te	In-di-an	Nel-lie	Ruy-ter
An'-ge-lo	France	It-a-ly	New'-found-land	San-cho
Ar-ab	French	James	No-el	Scot-land
A-si-a	Fred	Jo-seph	Nor-way	Spain
Bey	Gam-bet-ta	June	No-vem-ber	Span-ish
Brit-ain	George	Kat-ie	Ob-er-on	Spar-ta
Brit-ish	Ger-man	Kent	Oc-to-ber	Spar-tans
Cal-cut-ta	Ger-ma-ny	Le-on'-i-das	Pan-za	Swēd-en
Chi-na	Gib-ral-tar	Lil'-lie	Par-is	Swēd-ish
Christ-mas	Greece	Lon-don	Per-si-a	Ti-ti-an
Dutch	Greek	Mar-i-gold	Per-si-an	Tom
E-gypt	Green-land	Mars	Pi-erre'	Turk-ish
En-gland	Han-ning-ton	Mi'-chael	Pol-ly	Tusk-y
	Will'-iams	Win'-throp		

Steal not this book for fear
and shame, Look up and see
the owners name. The grass
is green, the roses are red,
This book is mine till I am
dead, And when I ~~am~~ ^{am} ~~in~~
dead, God will say where
is the book you give away
And if you ^{say} I cannot tell
God will say depart to
hell. And if you say I
will not go, the witch will
pull you by the toe.

If this book should want,
to roam: box it and send it
home.
